Journal of College Placement

IN THIS ISSUE

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PHIL ALSPACH joined G.E. shortly after graduation from Tulane (B.S. in M.E., '44), has completed G.E.'s Engineering Program, Class of 1945, and its Creative Engineering Course, 1949.

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Journal of COLLEGE PLACEMENT

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Editor . . . ROBERT T. ADDIS **Editorial Policy Advisor . . .** PAUL W. BOYNTON

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THE SCORE IN SIXTY-FOUR

Everywhere we go, everybody we talk to, and everything we read concerning institutions of higher education indicates the tremendous student growth that will occur in these schools. Already the so-called baby boom is starting to trickle into the high schools and by 1960, higher institutions will feel the full impact of this wave of students as it rolls rapidly upward. This quest for extended educational opportunities, coupled with the enlarged potential will have some far-reaching effects on all phases of college life and service. One service area that will be particularly affected will be placement activities. It is important, therefore, to start evaluating and planning now in order to successfully meet the challenge. If 1960 is used as the approximate date of impact, it means that in 1964, or four years later, the Placement Offices will have the greatest number of graduates asking for help that there ever has been in the history of Placement Services.

What, then, will be the score for sixty-four? In order to attack this question, higher education will have to study the many ramifications of increased population on the social and economic structure of our country. These ramifications, particularly relating to business and industry, will have an effect on vocational opportunities for graduates. What these effects will be should be of concern now. Representatives of higher institutions and business should be working together attempting to answer some of the problems that are sure to arise, so that the best possible adjustments can be made when these graduates start invading the labor market. Placement Offices particularly should be instigating research and providing the stimulation for such study.

The results of this study should be used in gearing the institution and business to these changes. Certainly the vocational information that will be available will be helpful to all and will provide a smoother transition to the changed supply and demand picture in 1964.

No doubt that there will be many an anxious moment in the life of a Placement Director as this picture starts to unfold. Now, more than ever before, is the Placement Officer in a position of responsibility. Here is the opportunity to sell the importance of Placement Services—a service that should permeate the entire structure of an institution.

Here is an opportunity for exploration to help adjust for sixty-four.

Dr. Robert F. Menke
Arizona State College

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STUDENTS

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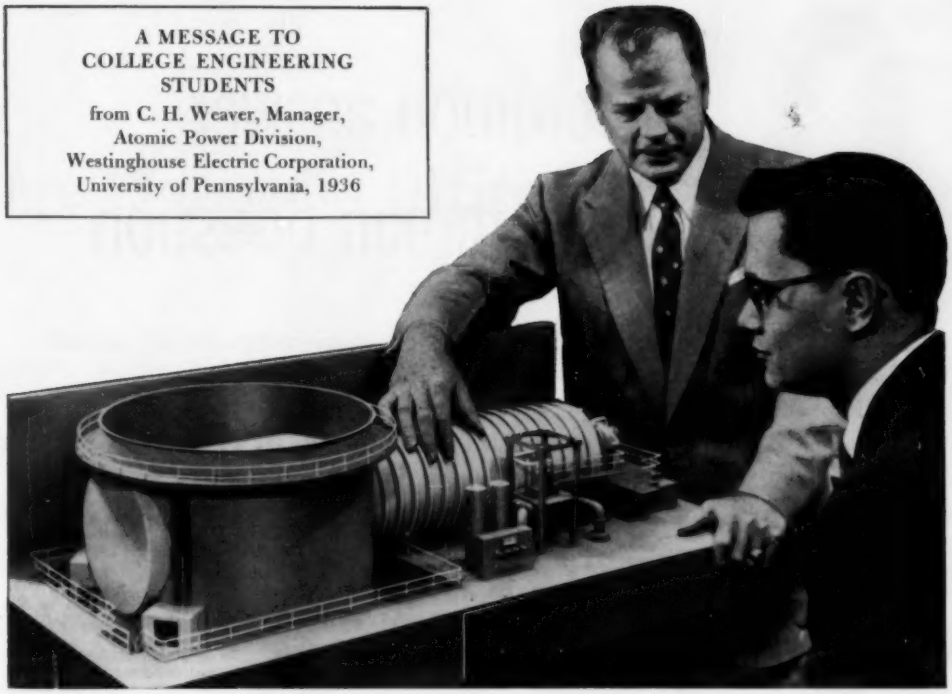
Atomic Power Division,
Westinghouse Electric Corporation,
University of Pennsylvania, 1936



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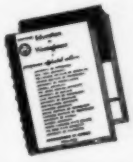

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Are Placement Officers Necessary?

. . . A College President looks at placement

NILS Y. WESSELL, *President*
Tufts College, Medford, Massachusetts

Some twenty or more years ago as a college senior I applied for admission for graduate study and in the process inserted on the application blank after "Vocational Objective" the phrase "industrial personnel work." I was accepted by the Department of Psychology at Brown University with the impression that the further training I received there would result in my early placement in that field. I soon discovered that this was not so and made one abortive attempt to give up graduate study to enter the business world. I was unceremoniously hauled back and told it was my duty to continue the work I had started.

With the passing years my attempts became more feeble and I finally resigned myself to work in educational administration. My appearance before you placement officers today, therefore, has some irony in it, although this is at the same time probably the closest I have come to the goal I set for myself as a college undergraduate. Perhaps you are wondering if my failure to achieve this objective which so closely parallels your own as college placement officers produced the title of my remarks today, "Are college placement officers necessary?" Perhaps you are assuming that my answer will be that they are not necessary, and by that statement I will finally achieve inner personal rest for having failed to gain a foothold and rise in the personnel field. At this early stage of my address of course I shall not relieve the terrific suspense under which you must be laboring and reveal my answer to the question. All I will say, parenthetically, is that for fifteen years at least I have been asking college placement officers, "What would my prospects be in the personnel field?", only to receive silence as a reply.

"Are Placement Officers Necessary?" is an address given by Dr. Wessell at the Eastern College Personnel Officers Conference, Wentworth-by-the-Sea, Portsmouth, New Hampshire, October 4, 1954.

I started asking that second question at least fifteen years ago. In those days you would find the college placement officer in a remote part of some relatively unused college building behind a dusty pile of civil service notices about job vacancies. If you as a student had enough courage to disturb the meditation of the placement officer, you would be advised to procure the yellow edition of the telephone book, find a list of businesses in the area of your supposed interest, and then write a letter to each one detailing your qualifications and explaining the high promises for future success which lay within you.

Placement Today

By contrast with this I know of a college placement office operating today which is threatening to take over the whole central administration building, whose director is housed in a high-ceilinged boudoir-pink Mussolini-type office flanked by enough subsidiary private interview offices to accommodate all the members of this association. Lest you think that my reference to dispossession is entirely facetious, may I herewith record that on more than one occasion when I was vice-president of Tufts I held conversations with faculty and students under a campus tree or in the hallway of a classroom building while the personnel manager of Federated Lumber or Amalgamated Cyanamide was interviewing senior job candidates in my office.

Somebody, it is evident, has decided in that fifteen or twenty-year period that in one institution at least a placement officer is necessary. It would appear also from the long list of institutions represented at this conference that the same conclusion has been reached in practically all institutions of higher education in this area. The history of this organization indicates the same fact.

What I would like to suggest today is that I am not at all sure that with this growth and with this acceptance of college placement officers and offices have come the proper appreciation and the necessary assumption of some very fundamental responsibilities which go far beyond the matching of the individual college senior with the individual job vacancy. If the only standard by which the success of a college placement office is gauged is the number of seniors in jobs by July or the number of companies represented by campus visits, then college placement officers are not necessary.

Larger Responsibilities

What are some of these broader concerns and larger responsibilities which college placement officers would assume?

The first relates to the subtle and to the sometimes not so subtle influence which a placement officer can have on the goals which

the undergraduate sets for himself in relation to his college course of study. It would be easy indeed for a placement officer through insidious propaganda to spread throughout a college undergraduate body the notion that employers look only on the transcript for courses having a direct vocational significance. We saw evidence of this after World War II when veterans flocked into the field of business administration on the theory that they wanted, and in this way would get, *practical* training. From an all too intimate knowledge of what went on in various Veterans' Administration guidance centers at that time I am sure the veteran received ample support and encouragement for this conviction. In more subtle ways the college placement officer can potentially exert the same influence, an influence which in my mind is unhealthy and undesirable. How many college students today by the same kind of influence avoid so-called "theoretical" courses if they are majoring in economics and elect only the "practical" courses which will provide them with techniques? Or how many college students decide not to major in history or classics or English because they are led to believe that in the world of work such courses will have no premium? Incidentally, I ask the same question of personnel managers when they visit our campus. I like to point out that their corporation presidents make high-sounding speeches about the values of a liberal education one week and then the next week their employment managers arrive on the campus asking only for engineers and majors in physics.

Lest by these remarks I have the wrong label pasted on me, may I hasten to state that I believe the objectives of general education and the objectives of vocational competence are not mutually exclusive, are not antithetical. Higher education should concern itself with both. In my opinion most engineering schools, most schools of business administration, and most schools of education have gone much too far in bowing only to the god of vocational skill. On the other hand, too many liberal arts colleges refuse to face the realistic fact of mid-twentieth century specializa-

tion and in their complete fealty to general education have made of themselves academic monasteries with no interest in and no contact with the market place.

The technical and vocational schools pay lip service, to be sure, to the ideals of liberal education and speak grandly of the "humanistic-social stem," but too often their hearts are not in it. Students in such institutions quickly learn that the faculty really do not mean what they say and are completely satisfied if the individual student's transcript shows that he has taken and successfully passed "Humanities I, Humanities II, and Humanities III." At the other extreme we find the liberal arts college whose pure academic atmosphere is undefiled by any course which might have some usefulness on the job after graduation. The fact is of course that even in such institutions vocational competence creeps in, in ways in which the instructors would never predict or anticipate. I am sure, for example, that more than one salesmanager of women's wear has been helped vocationally by an undergraduate course in Elizabethan Drama.

Balance Possible

It is my contention that the aims of general education and the aims of vocational competence should both play a role in determining the student's course of study, that it is possible to achieve the proper balance between the two. And what is more important, college placement officers can exert a far-reaching influence in convincing both undergraduates and employment managers that such a balance is both obtainable and desirable. I am not sure that you placement officers realize how strategic is the position in which you find yourselves or how much weight is given your opinions by both students and employers of college students.

I am sure that many of you are interposing certain mental reservations in your reactions to what I have just said. If one of those reservations is that the four undergraduate college years are far too short a period in which to achieve the goal of vocational competence as well as the goal of general education, may I remind you that I did not say "achieve". The four college years are but a first step and many times a small step in the direction of these goals.

Second Responsibility

And here it is that the college placement officer should find his second large responsibility. That responsibility is, in cooperation with the academic staff, to instill in the undergraduate an appreciation of the fact that the four college years represent only a beginning and that the attainment of cultivation as well as competence is a lifetime process. And I do not mean to belittle your function when I say that vocational competence is much more readily achieved than cultivation. In fact, vocational competence is often thrust upon the college graduate whereas cultivation comes only through motivation which arises within the individual himself. The professor of Greek who urges his students to continue their reading of the classics throughout life is looked upon by the undergraduate as one who has an obvious axe to grind. The same undergraduate looks upon the placement officer as a practical, realistic person. You should join forces with the professor of Greek and tell the undergraduate the same thing.

Once you have made clear that you are concerned with general education as well as with training that has relevance to the world of work you will find that your opinion will be more carefully listened to and more carefully weighed by faculty in all fields. But in curricula that are patently vocational, such as engineering and business administration, you have an additional responsibility. That responsibility is to urge a continuing re-examination of the true relation between such curricula and the jobs for which they are supposedly preparing students.

Let me cite a specific problem. As you know academic mortality rates in engineering schools are both staggering and shameful. Only 40-50% of an entering class will achieve a degree in engineering at the end of four years. This is typical of engineering schools nationally. The most common reason for such failures is difficulty with mathematics. Is the standard of achievement in mathe-

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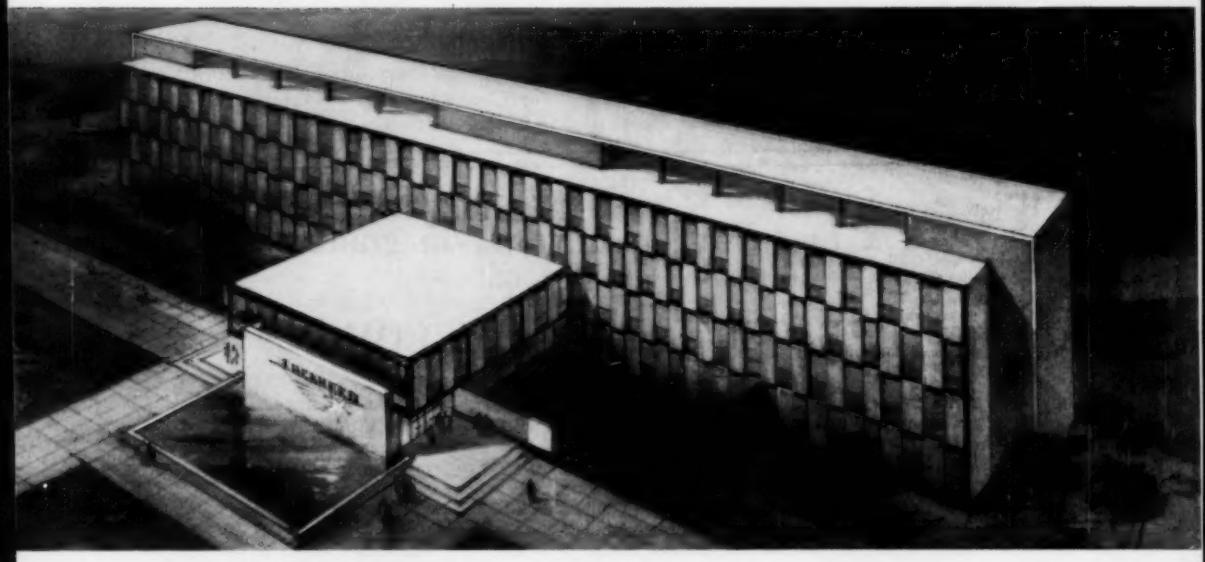

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matics established by schools of engineering a sensible, appropriate, and realistic one? What percentage of students with degrees in engineering enter fields only remotely related to engineering in the first place and even more remotely related to engineering mathematics in the second place? Deans of engineering schools on one day preside over meetings of committees on academic standing which dismiss from college large numbers of engineering students and on the following day lament the shortage of trained engineers in speeches at high school assemblies and Rotary Club meetings. You placement officers who are the bridge between the undergraduate course of study and the job must have some extremely pertinent and useful observations to make on this problem.

The placement director of Tufts College used to invite me to have lunch with personnel managers visiting the campus to interview engineers. One or two professors of engineering were always included in the group. I would raise this question and heated discussion would follow. For reasons which I can leave only to speculation I now no longer receive such invitations. But today's opportunity is worth a dozen of these old invitations which I no longer get.

Reminders

In addition to these larger responsibilities to which I urge you as college placement officers to give serious thought, may I make a few observations, or perhaps state a few reminders relating to the general background and the raw material with which you work. I would like to remind college placement officers and industrial personnel managers that if potential managerial or other types of talent exist among twenty-two-year-olds, the statistical chance of finding such talent is immeasurably greater among college seniors than among people of the same age who have not advanced that far up the academic ladder. This holds true because the process of selecting college students at the time of admission to college places a premium on ability, motivation, and efficiency, the same qualities that in a broadly defined sense are the ingredients of

success on the job. College involves further selective processes emphasizing these same attributes. I would like to suggest also to representatives here today from the world of business and industry that they all too often fail to realize how much careful selection has already been done for them free of cost, entirely apart from the investment of time, money, and dedicated souls in the development and training of college students. This reminder is particularly appropriate when sweeping criticisms are made of college graduates in the mass. Many of the dyspeptic critics need to be reminded that their charges would be more properly levelled at all humanity, that men and women of all ages and of all degrees of education and training possess fallibility, and that no selective process and no developmental process can produce a race of supermen who will come to a job or acquire in the job in six months the wisdom, the skill, and the judgment which will permit no mistakes. The simple fact is that in terms of potential, college graduates as a group have no equal.

Training and Environment

We are dealing with a problem that is as old as man, the problem of nature and nurture, of heredity and environment, of native talent and of acquired skill. And here it is that the extremists take over. They are all to be condemned whether they take a position at one end or the other of the scale. The one extreme holds with evangelistic fervor that training and education can and should do everything, that if the college graduate lacks certain important attributes it is of course because the teachers have failed to instill them into him. Mark Twain took this position when he said, "Training is everything. The peach was once a bitter almond; cauliflower is nothing but cabbage with a college education."

The ultimate extreme position is that of the Communist Party line, until recently, applied to the field of genetics. The official position was that of Lysenko who would have us believe that a properly controlled environment can achieve anything, and that limitations

imposed by heredity do not exist. Just in the last few months has it become permissible in Russia to criticize this stand of Lysenko.

The opposite extreme holds that only by choosing again an individual's parents, grandparents, and great-grandparents can his fundamental nature be modified. This is equally absurd although it is of course the perfect out for the college teacher or dean when he must face either the despairing parent or the despairing placement director. The challenge is in the middle ground. The process of selection and the process of training both are our responsibility and I speak now of the academic world as well as of the business world.

Personal Qualities Evaluation

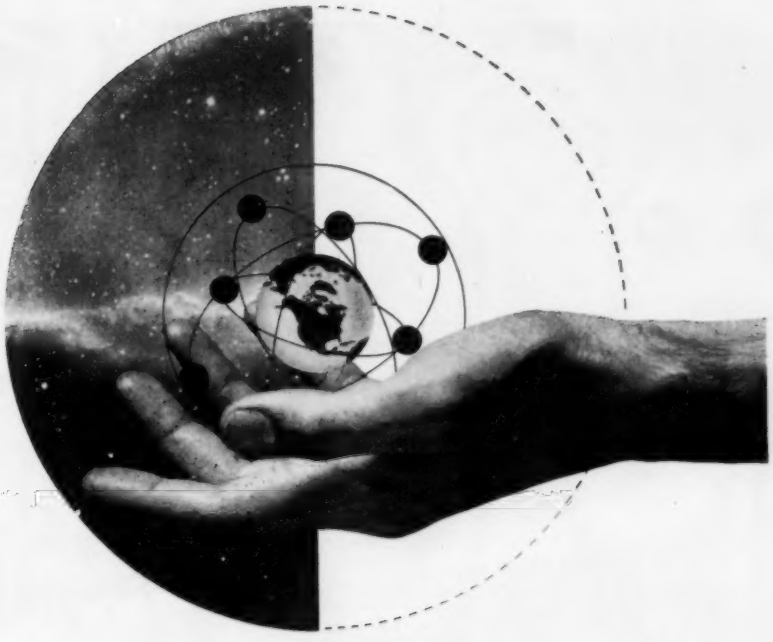
Whether we speak of selection for admission to the freshman year of college or selection for employment on graduation the situation is very much the same. We possess methods which do a remarkably good job of appraising and predicting intellectual quality, although we do a mediocre job indeed in the evaluation of non-intellectual or personal qualities. Whether we use the supposedly old-fashioned directive interview, for employment or admission, or attempt to plumb the depths of the candidate's personality by the use of ink blots or pictures, we still come up with low validity coefficients. If, for example, one of the most important qualities of the senior executive is "the capacity to take calculated risks without anxiety," how do we identify in the college senior such a quality in embryo form?

At a recent conference of the New England Council I was chairman of a session at which four young people described the road they had traveled in becoming at a very young age successful senior executives in the world of business. In the case of two of them I am sure that high predictions were made while they were still undergraduates regarding their postcollege success in the world of work. I am equally sure that in the case of the other two extremely pessimistic predictions were made. I would like to apply to these latter two the term coined by President Cole of Amherst when he labelled as a "late bloomer" the secondary school student who does not "find himself" and obtain the necessary maturity until much later than his contemporaries. How do we identify in the senior class the individual who ten or fifteen or twenty years following graduation has far outdistanced his classmates, classmates for whom our predictions involved superlatives only. I believe that a thorough study and understanding of the late bloomer would give us the key to many of the unlocked questions which relate to the selection and the development both of the non-intellectual and personal qualities which must characterize the successful individual.

I think that too often we make the mistake also of assuming that all successful leaders in business and industry possess the same qualities. Or that the same set of talents are necessary for all types of leadership. Just as we err in assuming that we are dealing with a homogenous group when we deal with college students, so we err when we assume that homogeneity characterizes business executives. Their heterogeneity should be emphasized instead, for different types of leadership demand different qualities, and even for a given position of leadership the avenues to achievement are many. It is when we turn to the personal equation that we must be humble indeed in evaluating our insights.

Are Placement Officers Necessary?

I recognize that my remarks this noon began with a question, "Are college placement officers necessary?" I recognize also that in elaborating on this theme I have raised many questions and have suggested very few of the answers. I hope, however, that on the basis of what I have said you can count me on the side of those who believe that not only are college placement officers necessary, but that they have even larger responsibilities than they have thus far realized. The right kind of college placement officers with the right kind of influences are not only necessary, they are crucial. The wrong kind with the wrong influence could be disastrous to American higher education.



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Survey of College Seniors

. . . *Their Thoughts on Placement and Recruitment*

What are college seniors thinking as they look forward to placement? What do their thoughts mean to placement directors and recruiters? Opinion Research Corporation, Princeton, New Jersey has taken a significant step toward the answer to those questions in a recent survey conducted as part of their *Public Opinion Index For Industry* research program.

These studies are copyrighted and findings are made available only to the subscribing companies who finance the research. However, ORC quite graciously has permitted the JOURNAL to report here some of the results of the survey which the JOURNAL feels may be of particular interest to its readers.

During the period October 11 to October 23, 1954, 1,095 male seniors in 96 small, medium and large colleges and universities were subjected to detailed personal interviews concerning their job outlook and careers in business and industry.

As might be expected, a large percentage of seniors will be "knocking on industry's doors," as indicated by answers to the question:

"Do you expect to take a full-time job in business or industry after graduation (after you finish military service), go into some other field, or continue on with further schooling?"

	Expect to Work in Business or Industry
All seniors	53%
Engineers	81%
Business Majors	77%
Liberal Arts	29%
Science Majors	24%
Topflight candidates	43%
Others	55%

The percentage of engineering and business students who expect to work in industry is particularly high, while that of students in the liberal arts and sciences is comparatively low. The latter is particularly noteworthy for it indicates that the widely discussed problem of liberal arts placement is not nearly the problem that it could be.

Knowledge of Career Opportunities

As they look forward to job selection, before any recruiting, 51% of the students indicated they hadn't had the chance to find out about career opportunities in business or industry. "Further, only 35% of students say they have received company information about the kind of jobs they have available for college graduates."

Most all students feel that they should have had career information prior to their senior year, even those who don't plan to enter the business world. 91% of all seniors thought this "would be of real value."

In addition, Opinion Research Corporation reports that "there is little to suggest in this survey that topflight candidates are any better informed about careers in industry or any more set in their thinking than the student group as a whole."

At the same time it is interesting to note that only 13% of the seniors said that they had talked seriously about their career with college placement officers. However, this was early in the school year.

In preparing company literature it would be well to note that "Students are more interested in learning about the job offered than about the Company as an institution." 81% of all seniors thought the job itself more im-

portant. ORC points out that "its odd how often this fact is overlooked in the preparation of company literature for college men."

Job Offers

An adequate starting salary was named more often than any other factor as being important to a good job offer. However, the word "adequate" has particular significance, for the salary factor drops way down on the list once the student feels that the amount offered is within a proper range. "Students don't want to sell their services below the market; but neither are they out shopping simply to find the highest bidder."

Incidentally, even before talking to recruiters, seniors have a well crystalized, and realistic, idea of the salaries they can expect:

"When you first start working, how much do you expect to earn?"

	All Seniors	*Topflight Candidates*	*Seniors Who Plan Business Careers*
Under $250 monthly	6%	7%	3%
$250-$333	36	36	42
$334-416	34	35	38
$417-$499	9	8	8
$500 or more	7	7	5
Unclassifiable, don't know	8	7	4
Average (median)	$341	$341	$341

Also, there is considerable belief that "most companies offer college graduates about the same starting pay for the same jobs."

"Companies that make a systematic practice of reviewing new recruits and watching their advancement would do well to tell students about it." 61% of seniors would prefer a lower starting salary with frequent job reviews.

In discussing opportunities for advancement, a factor of primary importance, only 31% of all seniors thought that companies are realistic in presenting advancement potential. Most felt that companies tended to ignore the hard cold facts in describing the future. As suggested by ORC, the presentation of some "proof" of opportunity, such as actual case examples of trainees who have moved ahead, could be an important element in recruiting success.

Some facts about Monsanto

Q. ***What is Monsanto?***

A. From one product—saccharin—Monsanto has grown to prominence as one of the largest makers of chemicals in America. Its coast-to-coast network of laboratories and plants produces more than 400 chemicals and plastics for industry and the consumer. Monsanto's people number 20,000, including many hundreds of technically trained graduate men and women.

Monsanto employs technical graduates in the following functions:

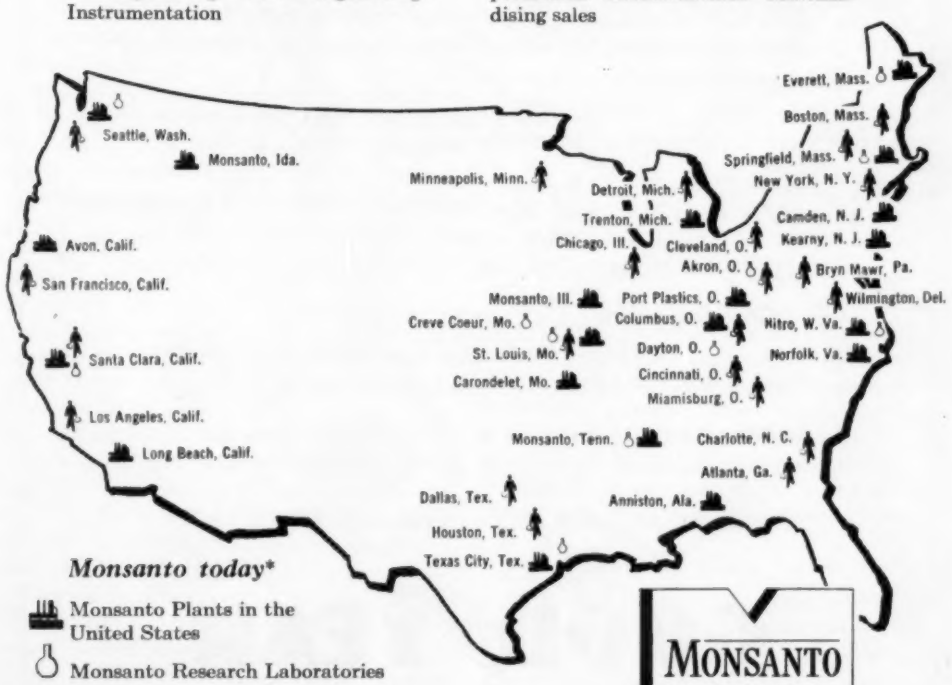
IN RESEARCH: Exploratory • Process development • Application

IN ENGINEERING: Chemical engineering • Design engineering • Process development • Mechanical engineering • Maintenance engineering • Construction engineering • Power engineering • Instrumentation

IN MANUFACTURING: Production supervision • Analysis control • Process investigation

IN DEVELOPMENT: Market analysis • Product development • Technical service

IN SALES: Sales development • Sales promotion • Industrial sales • Merchandising sales



Monsanto today*

Monsanto Plants in the United States

Monsanto Research Laboratories

Monsanto Sales Offices

**Monsanto Overseas has branches or affiliates in 12 countries, representatives in 70 more.*

MONSANTO
CHEMICALS – PLASTICS

SERVING INDUSTRY...WHICH SERVES MANKIND

"What's in it for THEM?"

It's a question you ask yourself time and again as you aid in directing the futures of young men as they seek placement counsel.

And in your recommendations you think first of companies which lead their industry.

Like Goodyear
You think of the range of their products—is it the kind of company that will always be doing business come boom or bust, peace or war—in rubber, plastics, industrial products, chemicals, electronics, aeronautics?

Like Goodyear
You think of the variety of challenges. Is it the kind of company that spawns futures for young talent in a host of fertile fields—in sales, export, engineering, design, production, research, advertising, accounting, management?

Like Goodyear
You think of the training program—is it a company that will make the most of the careers you entrust to them?

Like Goodyear
—an organization that promotes *from within*, that marches its young men to the top—a company that year after year creates opportunities for college men in a wide range of endeavors.

We at Goodyear appreciate your thinking.

We believe the records of the young men you have sent us confirm your belief in the Goodyear organization.

We feel the future will continue to bear out the promise that has made generations of young men "like Goodyear"—*and grow there!*

The Goodyear Tire & Rubber Company, Akron 16, Ohio

THE GREATEST NAME IN RUBBER

A Career in Selling

. . . For the Liberal Arts Graduate — a real opportunity

R. R. BOWMAN, *Division Personnel Manager*
The Goodyear Tire & Rubber Company, Inc.

We hear a great deal these days about the shortage of technically trained men for industry — and rightly so. It is only natural that college placement personnel should be concerned about a shortage of engineers and chemists in this era of technological progress. It is a personnel deficit that must, somehow, and as soon as possible, be overcome.

However, I believe very strongly that some college placement directors and faculty members, as well as many others in the fields of education and personnel, may be overlooking another most serious shortage — one that must likewise be solved if the American free enterprise system is to go forward unimpeded by some of the shortcomings which have thrown our economy out of gear in the past.

I refer to the field of distribution and selling.

A quick review of this country's economic history in the twentieth century will, I believe, demonstrate the truth of this statement.

During the first quarter of this century, we were faced with one big problem — how to make things better, cheaper and faster. In that period, the great mass production industries were born and came into their own.

During the 1930's something happened to emphasize a weakness in our economic system. We had not lost our ability to produce. Industry was even more efficient, could produce goods faster and cheaper, and was rolling along in high gear. The weakness was that we had not learned to "mass distribute" nearly as well as we had learned how to mass produce. The result was what we know as the depression of the 30's.

Our economy bumped along uncertainly all during the thirties and then came World War II with its shortages of consumer goods and tremendous military expenditures so that salesmanship took a holiday — there simply was not much need for selling, since the problem was to *find* the necessities of life.

At war's end, there was a great backlog of dammed up consumer demand — for automobiles, homes, household appliances and just about everything else. By the time this demand was satisfied, about 1948-49, we ran into the same problem we had in the 30's. Once again, our ability to mass distribute was not up to our ability to mass produce.

This cycle was repeated at the time of Korea. Since the end of the Korean conflict, we have once again come face to face with old bugaboo of imbalance between our ability to produce and our ability to distribute and sell the products of industry.

Few will dispute the statement that one of the main cornerstones of Democracy is the free enterprise system, nor that, although it is not perfect, Democracy provides so many more benefits than other systems that it is fighting to preserve. If we are to maintain a constantly improving standard of living, we must shore up its weak points and build a bulwark of economic strength against the forces that would weaken and destroy us.

Challenge of the Future

As I see it, therefore, the great challenge of the next quarter-century is one aimed primarily at our young men — to do what they can to bring our system into balance, not by limiting production and thus lowering our living standards, but to improve our standards of distribution and selling. If a young

man is looking for new frontiers, for opportunity and adventure, he can find it in the field of distribution and selling.

Right here, I would like to emphasize that salesmanship is a profession, whose high calling should place him on a par with other men in the professions of law, medicine and engineering and chemistry.

The professional salesman can be described as a man who, first of all, has made selling his chosen calling, his life work. In this he is unique, because most men who have the title of "salesman" did not *choose* to be salesmen; they just happen to be salesmen. Selling is not a calling with them. It's just a job.

The professional salesman is a man to whom *true service is of paramount importance.* To quote Henry S. Dennison:

"A professional combines science and common sense into an art accompanied with a motive of *service* greater than the motive of *service to self* and also having loyalty to a code of ethics."

In short, the man who today decides upon a career as a professional salesman will find honor, true reward, and association with other members of his profession who are men of high standing in their communities — the true leaders of tomorrow.

What Course of Study?

The student who is looking ahead and scanning the field of possibilities for his life work might well ask: What course of studies will best fit me for a career in the selling profession? Suppose I want a broad education that will stand me in good stead in case I try selling, and decide I do not like it? What then?

I frankly know of no special or specific course of study for the would-be salesman. The requirements, basically, are college courses which will do two things for the student — teach him how to think, and give him an ethical and spiritual foundation upon which to base his thinking.

There are several general courses which will provide the fundamental requisites for success in sales work.

1. Psychology — which teaches how to understand the other fellow.

2. English — which teaches how to make the other fellow understand you.

3. Biography—which teaches and strengthens mental honesty — the thing we call integrity.

4. Philosophy or mathematics — which teach how to think clearly.

Beyond these, a general course in economics will enable the student to better understand the free enterprise system under which we live. The fundamentals of accounting will enable him to understand a simplified balance sheet, and a course in elementary statistics will enable him to read graphs and charts. A course or two in public speaking will be of value. And the students will be surprised at how readily they can, by a little application, learn the art of reading so that they can quickly get the meat out of a letter, an article, or a news story.

Right here, I want to emphasize that I do not mean that the student must become expert in all of these fields. What we are seeking are generalists who have learned basic fundamentals.

Salesmanship and sales management require broad general training, but should include the basic knowledge which would enable the student to figure out, for example, the "best deal" if he had offers from two merchants for the same product — one offering discounts of 50%, 10% and 5%, and the other, 10%, 5% and 50%. (The net price in each case would be the same).

Self-Management

In referring to training for salesmanship and sales management, the student might wonder how to differentiate between requirements for the salesman in the ranks, and the sales manager. Actually, every salesman is a manager and the better he learns how to manage himself, the greater will be his ability to manage others.

The average production or office worker need not be much of a manager, nor does he need to be a self-starter. Supervision is close, his duties are well defined, and he falls into a routine. Such is not the case in the selling profession. The boss can be 100 or 1,000 miles away. Working schedules are general and flexible. Nobody (except the salesman himself) will be the wiser if he gets off to a late start or takes a half-day off to go to a ball game, or to play golf. But, repeated shirking will inevitably bring about its own correction.

General Qualifications

As a guide to the man who wants to become a really professional salesman, the following six general qualifications are the basic qualities sought by sales managers.

First is management potential, which is the ability to analyze a problem, decide upon a plan of action and then put the plan into effect. The potential sales manager must do these things for himself first, and then for others. He must have the ability to make "custom-made" decisions, since usually there is no precedent for a ready-made answer.

Second is the requirement for a high degree of character and integrity. Sincerity and half-way honesty are not enough — the professional salesman or sales manager must be known as a man whose "word is his bond."

Third is the willingness to work and the ability to work. This implies the requisites of mental and physical vigor, or good health.

There is a definite price tag on each rung of the ladder to success. The stakes are high, and the man who wants to climb to the top must be not only willing but able to stand the gaff. This means that he must have a body and mind which are constantly "tuned up" and ready for the task ahead.

Next would come imagination and initiative. Both are needed. Day dreamers have imagination, but lack the spark of action. Initiative puts ideas into concrete form; it is the attribute which brought into being the modern automobile, for example, and the modern tires without which the cars of today would be useless.

The fifth essential is partly ambition, partly pride or ego . . . it is the *desire to excel.* This drive is seen in the man carrying the ball in a football game who inches forward even after he is tackled, or the baseball player who stretches a single into a double. Most of us can say, at the end of a day, "I could have done better." The man with the desire to excel can say, "I did my best today."

Sixth on the list is the ability to train and direct people. As we have pointed out before, the ability to manage and direct one's own efforts is the best training for acquiring the skill of managing others.

If these requirements seem exacting, it must be remembered that the selling profession is exacting, and will become more so in the future. Nevertheless, they are qualifications which can be acquired, and the college-trained man has a better opportunity to acquire them than the student who does not have the advantage of higher education.

The liberal arts student who has the basic qualifications outlined has a solid foundation for a career in professional salesmanship. The students who have learned how to think and make decisions are equipped to do many things.

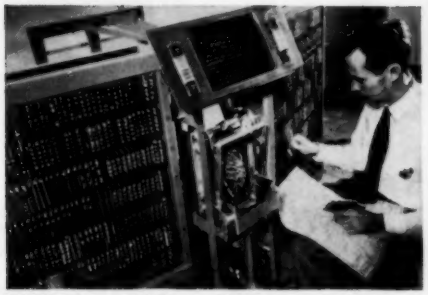
True, some skills and techniques must be acquired even after a career in Salesmanship has been launched, but this will come with a period of training in retail selling, the most fundamental of all salesmanship — and such a period of internship is required in any profession.

A Challenge

Again, I say that anyone who believes that salesmanship is an easy road will be disappointed. But, I cannot emphasize too strongly that, to those who want to enter this most exciting phase of business today — and the most rewarding, the horizons are unlimited. There are many uncharted paths to be explored by the professional salesman.

To the student planning a career . . . to those daring young men with foresight and courage who seek new frontiers to conquer . . . Professional Salesmanship offers a challenge, and opportunity unlimited.

WHAT'S BEEN HAPPENING AT IBM?



IBM Type 60X—world's first all-transistor computer with automatic input and output—points up IBM leadership in research and development of electronic data processing machines.

"NORC," the fastest and most powerful electronic calculator the world has ever known—designed and built by IBM—was recently delivered to the U.S. Navy.

IBM 650 Magnetic Drum Data Processing Machine—shown here as it went to work for a large life insurance company. *Many* 650's will be delivered to business in 1955.

IBM 702, designed especially for accounting and record keeping—gets things done at over one quarter of a million operations a minute.

Here you can see some of IBM's recent developments in just *one* area of its business. Similar advances in its *many* areas of operation are constantly creating new and ever greater career opportunities for your graduating students.

Here at IBM, whether a man's major interest is selling, engineering, accounting, or research, there's something big for him to do, something that gives him not merely "satisfaction" but "enthusiasm."

Here, opportunities are unlimited. Your students can continue their education, continue to grow in stature and responsibility. You could wish them no finer future.

International Business Machines Corp.
590 Madison Avenue, New York 22, N. Y.

Performance of Engineers

. . . *A Survey of Supervisory Opinion*

RICHARD G. KOPFF, *Administrator of Technical Education, Arma Division*
American Bosch Arma Corporation

How are recent engineering graduates performing in industry? Faculties of engineering colleges and technical schools are continually trying to evaluate the success of their graduates. Are curricula adequate, up-to-date, correctly oriented?

As Arma's Administrator of Technical Education, the writer is probably in closer touch with 30 to 50 young engineering graduates each year than any other member of Arma management. Yet he felt in talking with his academic colleagues that he was not answering their questions objectively, or in adequate perspective, or in a manner that would reflect broad company experience.

Accordingly, supervisors who had had any "exposure" to Junior Engineers over the past three years or more were polled: (A) on their reaction to the academic preparation and some personal characteristics of the recently graduated Junior Engineers; and (B) on certain suggestions that these supervisors might make regarding possibly changing certain emphases in college engineering curricula.

To give perspective to the survey certain facts should be known. Arma makes electromechanical fire control instruments and systems, navigational systems, and various other complex electronics equipment. It has been in business about 40 years. It employs about 5,000 people, roughly 20 per cent of whom are in the Engineering Division.

Supervisors are quite well acquainted with a relatively large number of Junior Engineers because of Arma's Junior Engineer Training Program which has a job-rotation plan. Each Junior Engineer spends his first six months rotating through three different fields of engineering: Research and Development; Project Engineering; and Test and Service, or Quality Control. At the end of three 2-month rotational assignments, the Junior is then counseled on where he might most profitably request permanent assignment. Supervisors,

TABLE I

Departments Represented in Survey

Amplifier Department	Gyroscopic Research
Computer Engineering	Model Shop
Computer Research	Project Research Department
Control Equipment Engineering	Radar Department
Engineering Design	Rotating Components
Engineering Standards	Systems Studies
Environmental Department	Technical Personnel
Functional Engineering	Test and Service
Gyroscopic Engineering	

therefore, come to know perhaps three times the number of newly hired engineers one might ordinarily expect.

Twenty-two supervisors from seventeen different departments replied to the questionnaire (see Table I). They ranged in title from assistant department head to assistant chief engineer. They broadly represent almost every department in Arma's Engineering Division. The new Junior Engineers likewise represent a good cross-section. In the past three years Arma has recruited Junior Engineers who have been graduated from 34 different schools.

Report Writing

By far the biggest complaint of supervisors is in connection with the ability of the young engineer to write an adequate engineering report (Table II, E). 95 per cent of the supervisors called it adequate or less than adequate. 67 per cent felt that it was below standard. Report writing is, of course, a very important engineering function without which engineering itself could accomplish nothing. It is part of the fabric of engineering. As a matter of fact, one might logically wonder if a man who cannot express himself really understands his professional work.

One supervisor stated: "Inability to express complicated ideas clearly and concisely, both orally and in writing, is very prevalent." Another said: "The majority are definitely weak in engineering report writing. They may know the technical aspects of their problems, but they do not possess the ability to express themselves. Reports are frequently incoherent, grammatically incorrect, and poorly arranged. Spelling is often incorrect."

Accordingly, it is not surprising that 91 per cent of the supervisors (see Table III, F) suggest that more time be devoted specifically to engineering report writing in the college curriculum.

English and the Humanities

Probably related to the foregoing is the recommendation of 59 per cent of the supervisors that more time be devoted to English, specifically including English literature, and the feeling of 41 per cent of the supervisors that more time should be given to the Humanities in general. One supervisor pointed out that graduates "showed, to my mind, overemphasis on acquiring background, particularly theoretical, in their field of major emphasis to the exclusion of broad training in non-engineering or non-scientific subjects."

TABLE II

Analysis of Knowledge and Ability

(Per cent or replies)

	Outstanding	*Superior*	*Adequate*	*Somewhat less than Adequate*	*Poor*
A. Theoretical knowledge in major field	—	33	57	10	—
B. Theoretical knowledge outside major field	—	5	57	29	9
C. Knowledge of laboratory equipment and techniques	—	—	79	21	—
D. Knowledge of shop equipment and techniques	—	—	35	50	15
E. Report writing ability	—	5	28	43	24
F. Ability to work in harmony on a team	5	35	60	—	—
G. Inquisitiveness	—	64	32	4	—
H. Ability to locate information not supplied	—	10	76	14	—
I. Ability to apply theoretical knowledge	—	14	57	29	—

Because of men like you –

Men like these find success at

Firestone

YOU are the man whom the college graduates look to for counsel in choosing their life work. As a College Placement Director, you can take pride in the knowledge that you have helped so many men to succeed.

On this page are a few of the thousands at Firestone who are progressing because of the sound advice of some College Placement Director

In the years ahead we shall need thousands more, men that we can develop for key positions in the fields of production, development, timestudy, engineering, research, sales and accounting.

Each year we try to contact as many College Placement Directors as possible. But should we not be successful in seeing you, feel free to write for descriptive literature, addressing your request to the attention of the Personnel Manager.

THE FIRESTONE TIRE & RUBBER COMPANY
AKRON, OHIO

PLANT ENGINEER

J. T. Wolfsperger, Case '49, went from junior engineer to plant engineer in three years. With 33 plants, Firestone offers unlimited opportunity in all branches of engineering.

STORE MANAGER

R. N. Fulton, Colorado U '48, manages the Firestone Denver Store. Firestone has 700 retail stores, a great opportunity for sales-minded graduates.

CHEMICAL ENGINEER

R. H. Ellsworth, Iowa State '49, is chemical engineer in the tire division. Plastics, synthetics, adhesives, paints also offer opportunities.

TIRE ENGINEER

R. C. Brooker, Cornell '47, is a senior engineer in tire development. Emphasis on speed and bigger pay loads present a great opportunity for the alert tire engineer.

FLEET ACCOUNT REPRESENTATIVE

L. K. Keddington, Utah U '47, is a truck tire expert. Trained in business management and sales, he helps large truck fleet operators reduce tire expense.

BUDGET SUPERVISOR

J. J. Walsh, Notre Dame '49, supervises and promotes dealer budget sales. Besides manufacturing tires, Firestone is a distributor of more than 3000 home and auto supply items.

PRODUCTION MANAGER

J. E. Lamborghini, Northeastern U '51, started in production, is now factory department manager. Industrial engineers find many opportunities in Firestone's 33 tire and steel plants.

ACCOUNTANT

C. R. Metz, Akron U '50, is a senior accountant. The many Firestone operating divisions present endless opportunity to the graduate in business administration.

TABLE III

Suggestions Concerning Revision of Undergraduate Curriculum

(Per cent or replies)

	More time	About what they get now	Less time
A. English, including English literature	59	36	5
B. Humanities in general	41	45	14
C. General science	27	73	—
D. Mechanical subjects for electricals	54	41	5
E. Electrical subjects for mechanicals	59	36	5
F. Engineering report writing	91	9	—
G. Shop experience	62	38	—
H. Laboratory experience	43	52	5
I. Theoretical background in major field	32	59	9

Arma's engineering is accomplished by "project teams." It is essential to the success of these teams that engineers be able to express themselves clearly, verbally as well as in writing. Lab reports, of course, in Research and Development departments require concise logical exposition. Project engineers are frequently responsible for writing status reports, project analysis reports for customers, and bid descriptions. Engineers must be able to frame clear and concise letters to customers on both contractual and technical matters. They also write engineering specifications for components, instruments, and systems.

It is difficult to overstate the need of an engineer today to to be able to make an adequate expression of what he is thinking.

Other Engineering Training

It may be of some general interest to note that Arma supervisors would like to see electrical engineers get more training in mechanical engineering subjects, and mechanical engineers get more training than they are now generally given in electrical engineering. 54 per cent and 59 per cent, respectively, were in favor of such further cross-training.

One should realize, in evaluating this, that much of Arma's work is electro-mechanical. Our team approach to the solution of engineering problems also encourages thinking in terms of engineering as an integrated whole, rather than electrical or mechanical engineering as specialties. The writer knows several hundred Arma engineers by their first names, but thinks of them only as "engineers." Mechanicals or electricals seem to have no sharp differentiation in work at Arma, certainly to the extent found in many other places.

Shop and Laboratory Training

Apparently knowledge of laboratory equipment and techniques is quite satisfactory—79 per cent "adequate"; 21 per cent "somewhat less than adequate." However, in regard to knowledge of shop equipment and techniques, there seems to be a more noticeable shortcoming. 35 per cent of the supervisors felt that shop training in college was "adequate"; but 50 per cent felt that it was "somewhat less than adequate," and 15 per cent felt that it was actually "poor."

Accordingly, it is no surprise that 62 per cent of the supervisors recommend more time in the shop, and 43 per cent suggest more lab time in school.

Theoretical Knowledge

Opinion is fairly well distributed concerning the theoretical knowledge possessed by recent graduates in their major field, with a

slight leaning toward superior. However, opinion is not nearly so favorable when it comes to theoretical knowledge outside the major field (Table II, A and B). Actually, 38 per cent of the supervisors classed knowledge outside the major field as less than adequate, or even poor. This probably explains why 27 per cent of the supervisors feel that more time should be given to general science.

Personal Characteristics

It has been noted that the ability of recent graduates to *work in harmony* on a team has been favorably regarded: 5 per cent "outstanding"; 35 per cent "superior"; and 60 per cent "adequate." No remarks are "less than adequate."

On *inquisitiveness*, 64 per cent of the supervistors rated new Juniors as "superior"; 32 per cent called them "adequate"; and only 4 per cent noted them "somewhat less than adequate."

Concerning "*ability to locate information not supplied*," distribution seemed normal. "*Ability to apply theoretical knowledge*" seemed to have a flatter distribution. 29 per cent of the supervisors felt that this ability was "somewhat less than adequate." This latter percentage seems large enough to give pause to a second thought.

In Conclusion

In general, Arma supervisors are quite happy with the Junior Engineers that have been received from colleges in the past three years. Here are some sample comments:

"The majority of the trainees have exhibited a very good attitude and have shown a desire to work and learn."

"Most Junior Engineers exhibit a gratifying interest in their work and seem very anxious to learn."

If any of the foregoing comments are helpful to college faculties, or stimulate further interest in polling industrial companies, then we shall feel that we have accomplished all we set out to do. We are deliberately making no further evaluative comments on the survey itself or on its meaning to colleges. We feel that that is up to college authorities themselves.

COMING MEETINGS

American Personnel and Guidance Association
April 3-April 7, 1955—Chicago, Illinois

College English Association Institute
April 5-April 7, 1955—Schenectady, New York

Eastern College Personnel Officers
October 3, 4, and 5, 1955—New Ocean House, Swampscott, Mass.

Middle Atlantic Placement Officers Association
September 18, 19, and 20, 1955—The Nittany Lion, State College, Pennsylvania

Midwest College Placement Association
September 15 and 16, 1955—Edgewater Beach Hotel, Chicago, Illinois

Rocky Mountain Association of College Placement Officers
October 7 and 8, 1955—Denver, Colorado

Boeing offers long-range engineering careers

Scores of Boeing engineers today are enjoying intriguing and rewarding careers because of sound advice given them 10, 15 or 20 years ago by their college professors and placement officers.

Today your students will find in aviation—and Boeing—still greater opportunity and growth potential.

Boeing today employs more engineers than at the peak of World War II. One out of each seven employees is an engineer! And stability has long marked an engineering career here. Forty-six per cent of Boeing engineers have been with the company for more than five years; 25% for more than 10 years; 6% more than 15 years. There are a number with 20, 25 and even 30 years' service.

What kind of work does Boeing offer? Opportunity lies in three basic areas: Research, Design and Production. Programs include multi-jet bombers, America's first jet transport, the Bomarc pilotless aircraft guided missile system; application of nuclear power and supersonic flight.

Boeing is continually seeking engineers of ability—electrical, civil, mechanical, aeronautical and related fields, as well as physicists and mathematicians with advanced degrees.

Engineers are encouraged to take daytime graduate studies during working hours and are reimbursed for all tuition expenses. May we send you—or any of your students—additional information about engineering careers at Boeing? Just write:

JOHN C. SANDERS, *Staff Engineer—Personnel,*
Boeing Airplane Company, Seattle 14, Wash.

BOEING

What Business Expects

. . . *of College Trained Personnel*

ROBERT E. SESSIONS, *Partner*
Alderson & Sessions, Marketing and Management Counsel
Philadelphia, Pennsylvania

Few topics are apt to excite such a diversity of opinion and attitude among business men as their expectations of college trained personnel. This diversity, both in viewpoint and expression, springs from many causes—some of them quite obvious: First, of course, the size, location and special character of the particular company must inevitably influence its expectations of additional personnel. Second should be mentioned the elements of uncertainty that indirectly result from the educational backgrounds of leading executives. With the best will in the world, the successful head of an enterprise frequently finds it difficult to avoid injecting an autobiographical note into recruitment policy. In this connection, there is an interesting variety of educational background among a hundred business executives and bankers selected at random from the most recent supplement to "Who's Who." Out of this group, it develops that thirty-six were graduated with a B.A. degree; twenty-nine with a B.S.; four had other specialized degrees; and *thirty-one had no degree at all.*

Consequences of Economic Growth

There is, however, a third and possibly more fundamental reason for disagreement and confusion on this topic: For most practical purposes, both the modern corporate complex and the modern school of business are phenomena of the last thirty-five or forty years. Both have developed and changed at a rate that has defied anything resembling uniform standards, and orderly communication concerning them.

These remarks originally appeared in *Cost and Profit Outlook*, June, 1954, published by Alderson & Sessions.

We may recall that the pharmaceutical industry, with its emphasis on the development of specifics and its dynamic approach to the market through research—must be dated, in fact, from the mid-1930's. In comparison with the industry as we know it today, the whole area of electric appliances was still in the novelty stage in the 1920's. Our great chemical industry (still in the midst of its growth cycle) only began to come of age shortly after World War I; and the tremendous field of synthetic fibres and fabrics as a commonplace of life, must be reckoned as a post-World War II development.

Similarly, it is useful to remember that the school of business is strictly the product of this century. Harvard University's well-known Graduate School of Business Administration, for example, was not established until 1908. The American Association of Collegiate Schools of Business, which exerts leadership in the type of training designed to professionalize certain important business

areas, was established in 1916. In that year, 637 students were graduated with a Bachelor's degree in Business Administration; this number had increased to 4,948 in 1924. In the academic year 1952-1953, however, 40,489 were graduated with a Bachelor's degree in Business, and in addition, 4,034 had earned a Master's degree, and 109 received their Ph.D.

In a sense, therefore, it is only too true that modern schools of business and modern business management have grown up together with extraordinary rapidity. Each is indeed the function of the other, transmitting tensions of growth, reflecting changes, revealing bright spots and blind spots. In the nature of the case, the requirements of business training have altered as the structure and pattern of business organization and behavior have evolved through successive stages of growth and change. These have led to demands for finer and more varied specialization. And, in an entirely different perspective, it is also true that the social status of business has increased fundamentally, with a corresponding breadth in the role expected of business leadership. It is small wonder, therefore, that there should be something less than full agreement among business men as to their expectations of college-trained personnel, and that communication between business and educational leaders has been neither orderly nor consistent.

Placement Officers' Dilemma

This failure of communication may take another decade of discussion to clear up, but meanwhile, pity the college placement officers, for their lot is not a happy one. They describe the feeling of exhilaration they frequently enjoy at meetings addressed by board chairmen, presidents, and other policy-makers. Most frequently, such spokesmen stress the need for broad background, leadership potential, vision and other characteristics which are presumed to result from the *well-rounded* education. They *renounce* narrow specialization in favor of *knowing how to think*. They

deplore the emphasis on *mere technique*, and applaud solid grounding in *fundamentals*. The same placement officers, however, report hearing a quite different story when approached by personnel representatives specifically engaged in recruitment for the companies whose chief executives have sounded the leadership note. The recruitment officer is likely to be prepared with specifications as detailed as those involving the procurement of precision machinery. They exhibit little interest in the more general characteristics, and have short patience with respect to candidates whose specialized training does not correspond with the definitions they have painstakingly prepared.

Unfortunately, this apparent dilemma is most often expressed as a choice between the Liberal Arts and the technical—between a general versus a specialized background. Regrettably, however, the choice is not so simple. A love of Tudor drama and a proficiency in Medieval political systems can scarcely be equated with leadership potential, any more than a solid knowledge of corporate finance, or materials handling technique need be assigned the status of clerical detail. When the employment chips are down, both the head of the business and his recruitment agent are concerned with qualities and capabilities of *performance*. The difficulty resides in the fact that they are, respectively, stressing different aspects and levels of performance.

Quite properly, an executive engaged in forming business policy thinks first in terms of the *capacity* of the college graduate. Being sensitive to the pressures of leadership, he yearns for talent that can be groomed to respond knowingly to each new facet of opportunity. He looks to the time when, from such a talent pool, the one will emerge who can acquit himself competently in the more advanced ranks of business leadership. The recruitment officer is equally concerned with immediate utility—with tangible evidence that the candidate will most readily fit the job. His consideration of capacity is likely to be secondary at best, and then in the more limited perspective of advancement from the first position.

It is the particular burden of this paper:

(a) That both qualities—immediate utility and growth capacity—are urgently required in the college-trained personnel recruited into the modern business complex;

(b) That both should be demanded explicitly, *in the practical terms of recruitment procedure.*

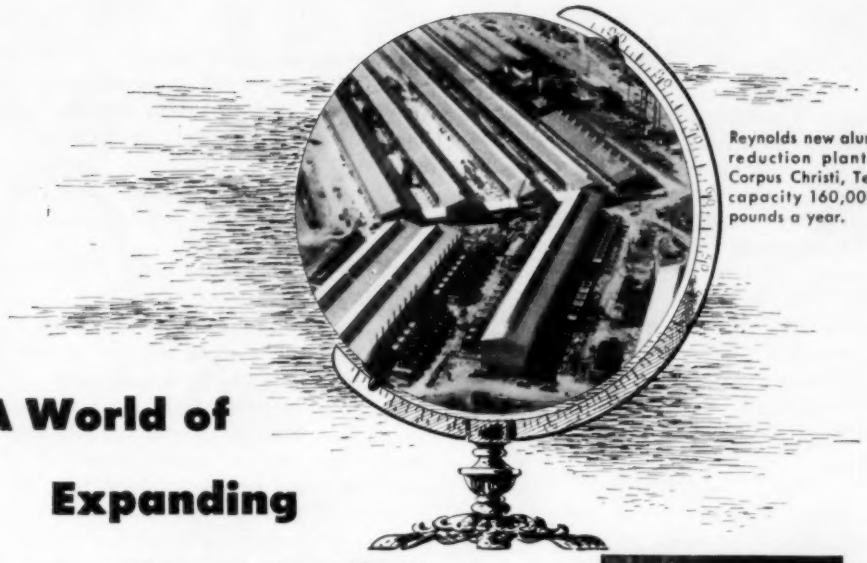
(c) That curricula and teaching method should be reviewed and scaled increasingly to take account of both criteria in the college-trained product of the future.

Utility and Capacity Defined

By *utility*, we mean the ability to perform specific business procedures and operations with assurance and speed. In such subjects of business as retailing, accounting, finance, marketing, or personnel administration, there is no substitute for knowledge exact enough to enable the college graduate to land on his feet. In-service training may be indicated, of course; but the candidate's grounding should be such as to enable him to take personal responsibility for the process of his adaptation to the particulars of the job. This is an important factor in three respects: (a) It makes for a sound business relationship at the outset, that the employer is able to enjoy a quid pro quo in immediate service in exchange for the compensation at which the job is rated. (b) On psychological grounds, immediate utility is important for the college graduate because along with proficiency goes status in the social organization that comprises the firm. (c) Most importantly, to have a niche at once and quickly to be able to fill it competently, provides the college graduate with the visible means of coordinating himself with the affairs of the concern as a whole.

Turning now to *capacity*, we are concerned with the individual's equipment for continued growth. In the view of business executives who stress the point, much more is involved than a pompous phrase. It represents a need resulting actually from a phenomenal growth in our economy in recent years—so great, indeed, as to confront most companies with a demand for growth, simply in order to maintain relative position. We recall, for example, that the number of workers employed in industry is up 40 per cent since 1929, that income payments to individuals are almost three times the 1929 level, and that the index of retail trade is today almost four times its 1939 base. Solid and continuous growth for individual companies, therefore, is most often a condition of survival; and inevitably this requirement for growth of the concern is associated with the characteristics of the human material that can be recruited to its ranks.

Capacity for growth and the processes of growth are intangibles, but they have in fact at least three definite manifestations. First among these is that of being able to maintain and improve the quality of one's technical competence—to keep refreshed one's specialized skill for adaptation to new conditions and new demands. Second, is demonstrated organizational competence, i.e., the ability to relate one's own contribution to that of others in a larger team, through which problem-solving must take place.



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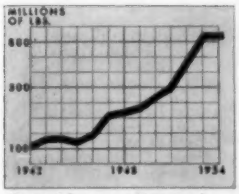

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The third area of growth—social competence—is one that is spelled out over time; it consists in a working knowledge of the world of ideas and their relation to the real-life situations in which his company must survive. Perhaps the writings of Tom Paine, the demise of the Populist Movement, or the values of Hispanic culture seem remote from the concern of business management today. But the ideas to be derived from such subject-matter are very much alive for anyone interested in more effective dealings with organized labor, with assessing the durability of farm subsidies, or the problems of plant expansion in Mexico.

Two Proposals

In summary, it would seem that (1) educational preparation to assure immediate utility on the first job, must somehow be combined with equipment with which the graduate can continue to frame out his capability for growth; and (2) before such expectations can be more adequately defined and satisfied, the business community must take more initiative in establishing orderly communication with the leadership element among schools of business.

For purposes of illustration, there follow suggestions of two quite different kinds:

Periodic Surveys of Business Principle and Practice:

The substance of this proposal is that each major area of business practice should be surveyed periodically by a task force representing schools of business and progressive companies. Without discounting the importance of case studies, the development of such materials would be subordinated to a determination of improved standards of business practice and further clarification of the theory and principles of business organization and behavior. The end product would be designed primarily as a basis for new and more current instructional materials; even so, their value as reference data would doubtless prove substantial in practical business application.

The Idea of a Business Sabbatical:

It is, of course, only too true that the new recruit in business will find that his recent graduation marks only the beginning of the learning process. It is also true that most successful business men are beset with the thought of spending mental capital more rapidly than it can be recouped. The idea of the business sabbatical is advocated as a specific for this condition; the thought is that those in business—at all stages in their careers—should be stimulated to return to the campus for a half year or more, thereafter to resume their roles in business. Be it noted that the phrase is "to return to the campus"—not "to go back to school." It should be an interval in which the mature adult might sort out his thoughts in a setting conducive to that end; in which he might trade out his convictions with others given to reflective thought; and where he might have a chance to engage in the free exchange of the merchandise of his mind, which generally results in a profit for all parties to that transaction.

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KEY JOBS

Scientists and engineers are key men in today's technological world, and the scientists of the petroleum industry occupy key jobs. For oil powers our "brave new world" . . . oil supplies the hydrocarbons for thousands of products we need and use . . . and oil in large measure determines our weakness or strength in defense.

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TODAY, more than one-third of the work of the people of Union Carbide all over the country is in providing products and processes that did not exist in commercial quantities 15 years ago.

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Employment Trends in 1955

. . . A Survey of 152 Well-known Business and Industrial Concerns concerning their employment of college and university graduates

FRANK S. ENDICOTT, *Director of Placement*
Northwestern University

This is the ninth annual survey of policy and practice in the employment of college and university graduates in Business and Industry. The 152 concerns from which reports were received are representative of companies which actively seek college and university graduates. In almost all cases they regularly send representatives to selected campuses and maintain close co-operative relationships with placement directors.

The number of companies responding to the inquiry was not as large as in recent years, probably due to the fact that some of the questions required a considerable amount of checking and investigation of records. Nevertheless, the sample of concerns which recruit college and university graduates is an adequate one.

Survey forms were filled out and returned during the period from November 1 to December 1, 1954. On November 2, the Democrats gained control of both houses of Congress. During the campaign there was much discussion and considerable disagreement concerning the status of American Business and the amount of unemployment. Shortly after the election, however, the stock market pushed on to new highs. College enrollments increased nearly 10 per cent and were reported by the U. S. Office of Education to total 2,472,000. The previous record was 2,457,000 in 1949.

The author is well aware of the amount of time and effort required to supply the information upon which this report is based. The co-operation of personnel executives in making this project possible is greatly appreciated. *Great care has been taken not to identify these companies in any way.* It is our hope that the findings will prove helpful.

Sources of Data

The reporting companies represent a variety of business interests, as follows:

Light Manufacturing	30
Machinery, Heavy Equipment	20
Banking, Insurance, Investment	19
Food Manufacturing, Processing	15
Drugs, Chemicals, Medical Supplies	10
Steel and Other Metals	9
Oil	7
Public Accounting	6
Utilities	6
Retail Store—Mail Order	5
Tires and Rubber	5
Automobiles and Aircraft	3
Carriers	3
Paper	3
Building Materials	2
Textiles—Apparel—Shoes	2
All Others	7
Total	152

THE EMPLOYMENT OF INEXPERIENCED COLLEGE MEN DURING THE PAST YEAR AND FOR NEXT YEAR AS REPORTED BY 145 COMPANIES

Field	Past Year No. Companies	Past Year No. Men	Next Year No. Companies	Next Year No. Men
Engineering				
Kind not stated	28	2279	29	2639
Mechanical	46	482	49	584
Industrial	21	98	23	105
Electrical	24	153	27	172
Chemical	25	353	25	571
Civil	14	95	12	73
Architectural	2	2	3	8
Metallurgical	6	14	5	19
Other	28	220	24	255
Total Engineering		3696		4426
Accounting	60	1058	60	1028
Advertising	26	129	18	111
Chemistry	39	330	40	349
Economics	18	87	13	72
Finance	14	104	16	100
General Business Trainees	48	1462	44	1278
Insurance	9	65	8	81
Law	19	116	18	92
Market Research	18	26	13	18
Marketing	11	122	10	73
Merchandising	12	132	12	174
Office Management	5	8	5	8
Personnel	31	66	25	54
Physics	18	61	18	80
Production Management	25	162	25	161
Sales	47	1204	42	1666
Statistics	6	10	2	8
Time & Motion Study	16	64	16	69
Other Fields	17	183	20	177
Reported Totals Only	3	690	3	540
Total Non-Engineering		6079		6239
Grand Total		9775		10,665

Total of Engineering, Chemistry and Physics will be—up 18.8% for next year
Total—All Other Fields will be—up 2.2% for next year
Grand Total will be—up 9.1% for next year

THE EMPLOYMENT OF INEXPERIENCED COLLEGE WOMEN DURING THE PAST YEAR AND FOR NEXT YEAR AS REPORTED BY 51 COMPANIES

Field	Past Year		Next Year	
	No. Companies	No. Women	No. Companies	No. Women
Accounting	4	8	4	203
Advertising	8	14	1	5
Chemistry	11	29	8	28
General Business Trainees	7	195	6	191
Home Economics	3	28	2	14
Insurance	2	15	3	21
Market Research	3	34	2	30
Merchandising	2	38	1	35
Personnel	3	4	1	2
Sales	2	6	0	0
Secretarial	24	831	20	603
Statistics	3	13	2	11
Other Fields	7	24	3	38
Total		1,239		1,181

THE EMPLOYMENT OF MEN WITH THE M.B.A. DEGREE

A total of 142 of the reporting companies supplied information concerning their interest in men with the M.B.A. degree. Of this number, 106 or 75 per cent indicated that they employ M.B.A.'s. In certain fields, M.B.A.'s are preferred by 62 companies. The fields most frequently mentioned are the following:

Finance—Investments	22 companies
Accounting	18 companies
Sales—Merchandising—Marketing	16 companies
Personnel—Industrial Rel.	15 companies
Market Research	12 companies
Production	8 companies
Management	7 companies
Math—Statistics	6 companies
Economics	5 companies
Advertising	2 companies
Credit	2 companies
Public Relations	1 company
Business Law	1 company

Another question was, "Do you consider the M.B.A. degree a special asset in qualifying for positions which normally require only a Bachelor's degree?" The answer was YES by 36 companies and NO by 87 companies. The others made no reply.

Here are some common explanations by those who answered YES to the above question:

"Additional training with advanced analytical experience seems to provide a better and more effective employee."

"An M.B.A. normally can be expected to possess more potential for promotion."

"The fact that a person goes after an M.B.A. degree indicates a high degree of initiative on his part. Generally he is able to carry more responsibility from the beginning than a man with a Bachelor's degree."

"We offer a higher starting salary to M.B.A.'s because we feel that they are better trained to learn banking and finance."

"Added education is always desirable if the man intends to use it to advantage and is not merely degree shopping."

"Training in Business Administration is helpful for any engineer."

Typical reasons for an answer of NO to this question include the following:

"They tend to become too theoretical and it is hard to make them practical men."

"If the position calls for a Bachelor's degree, we may be 'over-hiring' if we put an M.B.A. in that spot."

"We prefer to have the extra year as experience."

"We believe that the fifth year can be spent more profitably in our Management Training Program."

"We have difficulty assimilating the normal M.B.A. in our general business training program."

"We are more interested in the man than in the type of degree he has received."

"In accounting, for example, we have a training program and have found that people with the Bachelor's degree do as well as those with the M.B.A."

"Past experience has shown no advantage. We hope the future may."

"They still have to be trained just as long in the business."

"It isn't often that the opening and field of specialization match."

SPECIAL PROCEDURES IN DEVELOPING RELATIONSHIPS WITH COLLEGES AND UNIVERSITIES

In addition to the use of printed booklets, other literature and campus interviews, there are other ways of helping the schools and their students to learn more about companies, their needs and the opportunities offered. Respondents to this inquiry were asked to indicate their experience with some of these procedures.

Procedure	Companies reporting that procedure has been tried	Companies reporting that result was worth the effort	Per cent favoring procedure
Arrange for visits to company by groups of students	100	73	73%
Participate in co-operative (work-study) program with colleges and universities	95	73	77%
Send letters and other information to faculty members	89	58	65%
Participate in "career days" as speaker or discussion leader	81	47	58%
Arrange for visits to company by professors	72	54	75%
Arrange for placement directors to visit the company	71	55	77%
Hire professors for summer jobs	50	33	66%
Interview on campuses for summer jobs	49	34	69%
Ads in campus newspapers	44	17	39%
A movie for campus showing	31	13	42%

Other procedures suggested favorably include the following:

Use company information sheet adopted by Midwest Placement Association.
Speak at meetings of student technical societies.
President of company writes President of University expressing appreciation for effective placement help.
Co-operate in Industry-Education days.
Attend meetings with placement officers regularly.
Employ professors as part-time consultants.
Ads in local newspapers in college towns.

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The North America Companies offer you PLANNED, SALARIED CAREERS in the fields of underwriting, claims and adjustment, staff and service, and as field representatives. In all cases, no selling is involved. In each of these positions you will receive intensive, expert training prior to assuming immediate and interesting responsibility. Your opportunities will be limited *only* by your own initiative and ability.

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AVERAGE STARTING SALARIES FOR COLLEGE MEN AS REPORTED BY 148 COMPANIES

Field	Number Companies Reporting	$251 to $275	$276 to $300	$301 to $325	$326 to $350	$351 to $375	$376 to $400	$401 to $425	Average Starting Salary Next Yr.	Average Starting Salary Last Yr.*
Engineering	108	1	3	8	25	47	21	3	$361	$355
Accounting	80	2	12	24	26	14	2	0	$332	$325
Sales	74	3	12	21	20	14	3	1	$336	$328
General Business Trainees	72	3	12	24	22	10	1	0	$327	$322
Other Fields	39	1	4	4	18	7	4	1	$347	$345
Average Starting Salary All Fields									$341	$336

* Almost all companies also reported last year's average starting salary.

HOW STARTING SALARIES COMPARE WITH THE FIGURES FOR LAST YEAR

Field	No. Companies Reporting	Same As Last Year	Higher Than Last Year	Lower Than Last Year
Engineering	98	37	58	3
Accounting	74	33	39	2
Sales	69	34	29	6
General Business Trainees	69	36	29	4
Other Fields	34	20	13	1

BOTTOM OF RANGE AND TOP OF RANGE IN STARTING SALARIES

(A range was reported by two-thirds of the companies)

Field	No. Companies Reporting	Average Bottom of Range	Average Top of Range	Average Spread
Engineering	73	$344	$403	$59
Accounting	57	$312	$358	$46
Sales	46	$313	$360	$47
General Business Trainees	46	$306	$357	$51
Other Fields	28	$337	$385	$48

THE PROGRESS OF COLLEGE MEN EMPLOYED FIVE YEARS AGO

Responding companies were asked to select *truly typical graduates of the class of 1949* and to supply data for those who have made *average progress.* A total of 103 companies reported regarding 193 men employed five years ago.

Field	Number of Companies Reporting	Average Monthly Salary When Hired	Average Monthly Salary Now	Was He in a Planned Training Program? Yes	No
Engineering	71	$270	$513	41	30
Accounting	42	$244	$484	27	15
Sales	47	$254	$547	41	6
Training Business Training	33	$238	$477	25	8
All Fields	193	$255	$508	134	59

THE OUTSTANDING MAN HIRED FIVE YEARS AGO

Respondents to this year's survey were asked to select from the group of college graduates hired five years ago the one who now seems to have the *most potential* for top executive responsibilty. Outstanding men were selected by 97 companies.

In 48 companies the man selected had an Engineering background. In 28 companies he had a Commerce degree and in 21 companies the man selected was a graduate in Liberal Arts.

	Average Starting Salary	Average Salary Now
48 Engineering graduates	$274	$607
28 Commerce graduates	$263	$666
21 Liberal Arts graduates	$254	$679
97 Total group	$266	$639

They are about one year older, on the average, than their classmates of five years ago. The average is 30.

Here are their undergraduate scholarship records:

Below Average—None Above Average—54
Average—23 Very High—20

There seems to be little relationship between scholarship averages and present salary, but the number of cases is too small and the data on scholarship not sufficiently specific to warrant conclusions on this matter.

The characteristics mentioned 10 or more times which make these men outstanding can be classified as follows: (Respondents were asked to list 3 for each man)

Times mentioned

67 Ability to work with people—understanding of human relationships—pleasing personality
48 Ability to get things done—ability to carry projects to completion—thoroughness—perseverance
32 Good mental ability—high intelligence—ability to think
23 Initiative—a "self-starter"
21 Leadership — management ability — administrative ability
16 Industry—works hard
14 Good judgment—common sense
13 Adaptability—constantly learning — welcomes new ideas
11 Dependability—willingness to assume responsibility
11 Loyalty to company—attitude
10 Vision — imagination — creative thinker

A Campus-to-Career Case History

Jim O'Hara (left) works out a problem with a member of his crew

His territory:

TWO CITY BLOCKS

James O'Hara, Stevens Institute of Technology (M.E. '51), is an installation foreman for the New York Telephone Company. His present assignment is two city blocks between 45th and 47th Streets in the middle of Manhattan.

• • •

"It's not very big horizontally," Jim says. "But vertically it makes up a lot of telephone business —7500 telephones to be exact. My eight-man crew does everything from installing a single telephone to working on complete dial intercom systems for some of the nation's biggest businesses.

"I've got to know about each of these jobs that my men do. My training with the telephone company took me through the installation, repair and testing of various types of telephone equipment and service for which I am responsible. I even had a chance to do a little experimenting of my own and developed a new way of preventing oil seepage on automatic switching equipment. I understand it's being written up for use throughout the Bell System.

"That's what I like about telephone work. Even two city blocks are full of opportunity."

You'll find that most other college men with the telephone company are just as enthusiastic about their jobs. If you'd be interested in a similar opportunity with a Bell System telephone company—or with Sandia Corporation, Western Electric or Bell Telephone Laboratories, see your Placement Officer for full details.

BELL TELEPHONE SYSTEM

WHAT PERCENTAGE OF COMPANY EXECUTIVES ARE COLLEGE GRADUATES?

For purposes of this inquiry it was assumed that the executive group includes the President, Vice-Presidents, and those who *report directly* to someone at the Vice-President level.

The total number of vice-presidents reported for 123 companies was 1211. The number of college graduates is 890 or 73 per cent of this group, and 67 per cent of those who report to a vice-president are college graduates.

Information was supplied for 126 company presidents. Of this group, 93 or 74 per cent are college graduates. The median age of these presidents is 57 years, and the number for each age-group who are college graduates is shown below.

5 Presidents over 70	3 college graduates — or 60%
44 Presidents 60 to 69	27 college graduates — or 61%
55 Presidents 50 to 59	42 college graduates — or 76%
21 Presidents 40 to 49	21 college graduates — or 100%
1 President 30 to 39	(not a college graduate)

TRENDS

For the past two years these studies have indicated a tendency for business concerns to "level off" in the number of *non-technical* men to be employed from college and university graduating classes. This leveling trend seems to be continuing with respect to non-technical men. These companies will seek only about 2 per cent more such men next year, with the increase due almost entirely to the need for more men in sales.

A strong demand for engineers and other technical men continues and next year the reporting companies hope to employ nearly 19 per cent more such men than were hired last year.

In estimating demands in certain fields, however, it should be remembered that not all company needs were met last year. Percentages of requirements met last year were reported as indicated in the table below.

Comparing this year's needs with those of last year for 141 companies, it was discovered that the number of men to be employed in all fields was UP in 43 per cent of the companies, DOWN in 38 per cent, and the SAME in 19 per cent of the cases.

More colleges than last year will be contacted by 33 per cent of the reporting companies. Fewer colleges will be contacted by 29 per cent.

Field	Number of Companies Reporting	Hired Only 50 to 75% of Number Needed	Hired Less Than 50% of Number Needed
Engineering	97	25	5
Accounting	70	10	2
Sales	65	13	1
General Business Trainees	62	10	1
Other Fields	38	3	2

Starting salaries continue to rise, on the average. In interpreting the salary data supplied by the reporting companies, it is important to remember that the figures for next year are estimates given in November, before many campus visits have been made.

It now appears that some of the estimates made a year ago were somewhat lower than the salaries actually offered later in the year. For example, 108 companies now report that they paid, on the average, $355 per month last year to beginning engineers. A year ago a similar, (but not identical) group of companies reported that the average *would be* $345 per month. Also, the fact that two-thirds of these companies offer starting salaries based on a range with an average spread of about $50 per month makes it difficult to determine an expected average in advance.

Information concerning the progress of men employed five years ago is of special interest. In December, 1947, respondents were asked how long it would take for the average graduate to double his starting salary. The median estimate by 74 companies was five years. Again, in December, 1951, 106 companies selected a man who had made average progress after 4½ years and reported an average salary incerase from $238 per month to $423 per month. Data from 103 companies in this year's study indicate that the typical graduate hired five years ago has doubled his starting salary. The *outstanding men* hired five years ago now earn, on the average, 240 per cent of their starting salaries.

Concluding Statement

It is hoped that the information contained in this report will be helpful to personnel executives and to placement directors.

Again it is important to express appreciation for the interest and co-operation of the personnel executives who fill out the somewhat detailed inquiry forms and reply to questions which are not always easy to answer.

Door with a future...for you!

• At American Viscose Corporation, you will find many fields in which to make the most of your abilities. The tremendous growth of this leading chemical process company rests on coordinated talents and skills. We are constantly seeking young men and women of outstanding talent to share in our continuing progress.

See one of our representatives or write to us about your major subject or work interest. Address: Technical and Professional Personnel Division, American Viscose Corporation, 1617 Pennsylvania Boulevard, Philadelphia 3, Pennsylvania.

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Maintenance Engineer
Personnel
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Accountant
Purchasing Agent
Control Chemist
Statistician

RESEARCH

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Analytical Chemist
Microscopist
Research Physicist
Inorganic Chemist
Organic Chemist

PILOT PLANT

Tester
Control Chemist
Chemical Engineer

ENGINEERING

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Construction Engineer
Mechanical Engineer
Electrical Engineer
Architectural Engineer

DEVELOPMENT

Development Chemist
Design Engineer
Chemical Engineer
Cost Analyst
Control Chemist

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Cellophane
Acetate Fibers
Resin Fibers
Plastics
Plastic Yarns
Textile Chemicals

MARKET ANALYSIS

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Jobs in Home Economics

. . . *It's a Big Field, Still Expanding*

To light the eyes of a career-minded young lady, ask how she would like one of these jobs:

Interior decorator, department store.
New products researcher, food concern.
Consultant, architectural firm.
Assistant manager, resort hotel.
Department editor, national magazine.

Yes, there are opportunities, good pay and even glamor in those jobs, as any would-be career girl will quickly see. Yet each is a home economics job, a lifework too often dismissed with an airy—and ill informed—"But really, that's just housework."

Not too long ago, "home ec" *was* largely a matter of cooking and sewing, the basic homemaking skills. But not today. As Elizabeth Lee Vincent, former dean of the New York State College of Home Economics at Cornell, says:

"What was once 'cooking' has become the science of nutrition and food selection, preservation and preparation.

"What was once 'sewing' has become the science of textiles and their uses and the science and art of clothing selection, care, design and construction.

"What was once a simple 'saving of steps' for the homemaker has become the whole science of economics of the household and home management.

" 'Art in the home' has come to cover the large field of housing and design.

" 'How to feed the baby' has become the wide field of child development and family relationships."

Those changes tell why there are hundreds of new career opportunities for both men and women in home economics. They also explain why today's home economist is more likely to be artist, scientist, educator or business executive than humble practitioner of homely crafts.

More and More Careers

Paradoxically, this profession has expanded into one new field after another simply by sticking single-mindedly to its last. Whether the home economist works for an airline or a research laboratory, a trade association or an insurance company, her work relates to family life.

This phenomenon is graphically illustrated by a chart put out by the American Home Economics Association. The chart shows two meshed gears. The cogs on one gear represent the subject matter of home economics—foods, textiles, household equipment, family finance, and so on. The cogs on the other represent 56 businesses and organizations that deal with these topics.

"Jobs in Home Economics" is reprinted from *Changing Times*, the Kiplinger Magazine, September, 1954.

As the gears revolve, the basic interests of home economics come together with potential employers in a multitude of combinations, each suggesting a career possibility.

Some combinations are familiar and obvious, as when foods come in conjunction with institution management. But others have a novel ring, as when family relationships mesh with housing design. These novel combinations are the frontiers of the profession where home economists are just beginning to establish themselves.

Incidentally, you can get a free copy of this interesting "career wheel" by writing to the American Home Economics Association, 1600 Twentieth St., N.W., Washington 9, D. C.

The chart on the opposite page shows the principle specialties in the field. In real life,

of course, the specialties are rarely so sharply divided. A gas company, for instance, hires a home economist because her training emphasized home equipment. Her job would include explaining gas appliances to the company's customers and explaining the customers' needs to the company. Yet she can hardly do either of these things without using the techniques of teaching, plying some of the arts of journalism, and knowing a great deal about family finance, food preparation and textile characteristics.

Where Do You Learn?

For most beginning jobs, a bachelor of science degree is the first requirement. The better jobs demand advanced study or high-grade experience, or both.

More than 500 schools now offer courses leading to a degree in home economics. Most equip students for the two basic home economics careers, homemaking and teaching. (Forty per cent of AHEA's 21,000 members are teachers in grade schools, high schools or adult education programs.) A sizable minority of the schools, however, train specialists. The following table, based on a 1952 government survey, shows how many schools offer enough training in the various specialities to permit "direct entrance into employment at the professional level" upon graduation.

extension work	215
dietetics	213
institution administration	125
journalism	91
foods, nutrition	211
textiles, clothing	192
child and family development	101
home management, family economics	70
art in the home	90
housing and equipment	62

You can get information on schools offering specialized training in the U. S. Office of Education's Miscellaneous Publication 2557. It is available free from the Home Economics Education Branch, Department of Health, Education and Welfare, Washington 25, D. C.

A DOZEN CAREERS—ALL HOME ECONOMICS

specialty	*work you might do*	*where you might work*
child development	*Help children to grow up healthy and strong. Help parents to understand their children.*	*Nursery school, day care center, recreation center, health clinic, social agency.*
dietetics	*Plan meals, order food, supervise its storage, preparation and service. Hire and direct staff.*	*Restaurant, school, hospital, business establishment, institution.*
extension	*Help rural families with family problems, demonstrate home-management techniques, work with 4-H clubs.*	*In cooperative extension work run jointly by federal and county governments and state colleges.*
home management	*Advise, teach or do research in homemaking methods, family finance, handling family problems.*	*School, extension service, welfare agency, financial institution.*
housing and equipment	*Advise on home planning, equipment arrangement, selection and use of household appliances.*	*Public utility, building firm, architectural firm, housing agency.*
interior decoration	*Design interiors, arrange displays, counsel on decoration, teach.*	*Department or home furnishings store, advertising agency, decorators' establishment.*
journalism	*Write and produce radio or TV shows, write newspaper or magazine features on homemaking topics.*	*Newspaper, magazine, radio or TV station, advertising agency, public relations firm.*
nutrition	*Teach principles of selecting and preparing good food for good health.*	*School, health department, social agency, Red Cross.*
textiles and clothing	*Teach clothing selection, design, construction, care. Sell clothing. Promote fashions. Test fabrics.*	*School, department store, public relations or advertising firm, textile company.*
institution administration	*Supervise housekeeping, direct food service, buy supplies and equipment, hire and supervise staff.*	*Hospital, nursing home, hotel, college residence hall, club, restaurant.*
teaching	*Conduct classes, laboratories, demonstrations.*	*Any kind of school.*
homemaking	*Everything concerned with maintaining a home and rearing a family.*	*Your own home.*

What the Jobs Are Like

How much do the jobs pay? Where do they lead? These six real-life career histories tell the story better than statistics could:

• A 1948 graduate of a state teachers' college with a major in home education, minors in science and phychology. Began as a home ec and science teacher in a small high school at $250 a month. By 1952, working in a larger high school at $3,200. Obtained M.S. degree by summer school work for four summers. Now heads four-teacher homemaking department in a suburban school and supervises student teachers from a nearby college at $4,400.

• A 1949 graduate with a major in food merchandising. Joined a nationally known equipment company at $2,800, plus travel expenses. Now a regional home economist for a similar company at $4,536, plus expenses.

• A 1924 state university graduate with B.S. and M.A. degrees in home economics. Began as a university instructor at $1,400. Later became a junior home economics specialist in the U. S. Department of Agriculture at $1,860, then in 1929 became an advertising account executive at $3,500. Now a women's magazine department head with a total annual income of more than $18,000 from professional work.

• A 1925 college graduate who taught in a rural high school and spent 12 years as an extension service home demonstration agent. Now a state home demonstration leader with the rank of professor and a salary of $6,500, plus expenses.

• A 1935 graduate from a western university. Joined department store as saleswoman, working up to assistant fabrics buyer, then buyer, finally promotion manager. Now sales manager of a pattern company at $10,000.

• Another 1935 graduate with major in textiles, clothing and fine arts. Began work as a yard goods saleswoman. Became assistant buyer of women's ready-to-wear and earned an M.S. degree in textiles and clothing education. Worked for distributor of home laundry appliances, then for manufacturer. Now on the company's factory home economics staff at $6,500.

The main facts on opportunities are these:

• Home economists are accepted and sought in more fields now than ever before.

• Enrolments in home ec training have risen, but probably not so fast as opportunities.

• Turnover is high, making it relatively easy to get into a job.

And don't think that heavy turnover is a reflection on the rewards of the profession. Marriage is to blame. A study made a few years ago showed that one out of every five girls who trained for home ec teaching never took a teaching job. Of those who did, 30 per cent taught less than two years and another 30 per cent less than four.

"We can't keep home economists," one executive recently complained. "Send us another—and this time a homely one!"

Chalk up that lament to the credit of home economics as a career, too. What other profession converts so easily and fully from business life to family life? The home economist who marries simply goes on practicing her profession, in her own home, on her own behalf.

Unexcelled Opportunities

FOR YOUR GRADUATES

As a leading manufacturer in four great basic industries, a builder of scores of types of equipment, a seller of more than 1600 products—Allis-Chalmers offers training unmatched in scope . . . opportunities in over 90 different training locations.

ALLIS-CHALMERS offers graduates a chance to explore their own aptitudes and inclinations. They discover by doing, the work they like best.

They can study any one of many diverse types of equipment including: power generation, distribution and utilization apparatus . . . mining or cement-making machinery . . . food or chemical processing equipment . . . atomic energy . . . and general manufacturing. They can specialize in design, production, sales, research, installation or service.

For details on the Allis-Chalmers graduate training course, talk with the A-C representative who will be visiting your campus . . . contact the nearest A-C District Sales Office . . . or write, Graduate Training Section, Allis-Chalmers, Milwaukee 1, Wis.

Here, two trainees use ultra-sonics to test the soundness of a steam turbine spindle. Trainees get classroom, shop and field experience—then work in close personal contact with top-flight, nationally recognized experts in their proposed line of work.

QUICK FACTS

1. THE COURSE: Established in 1904, it's recognized today as one of the most comprehensive, most workable programs of its kind.

2. ITS OPERATION: Covering a maximum of 24 months, the course is administered by counselors who help trainees in planning their courses and are available for personal guidance throughout training.

3. ITS OPTIONS: The trainee selects his own course of study. If his interests change during training, he can alter his course.

4. ITS OBJECTIVES: The program is designed to put the right man in the right job and to develop men of management potential. Many members of today's Allis-Chalmers management team are graduates of this course.

ALLIS-CHALMERS

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...4,000,000 answers later

A few figures tell the story.

. . . 7 years of painstaking analysis, research and design by engineers from nearly every field of technology.

. . . 14,200 hours of experimental engine operation in test cells and in flight test.

. . . 4,000,000 individual, complex mathematical problems solved by electronic computers.

As a result, America now has the world's most powerful production aircraft engine — the J-57 turbojet. Careful engineering development like this has made Pratt & Whitney Aircraft the world's foremost designer and builder of aircraft engines.

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DIVISION OF UNITED AIRCRAFT CORP.
East Hartford 8, Connecticut

Human Relations I. Q.

. . . *What's Yours?*

REED CORRIGAN
The Stevens-Davis Company, *Publishers*

Any number of executives have testified that the ability to get along with people is an indispensable asset. According to Thomas J. Watson, Jr., who worked his way up from junior salesman to president of International Business Machines Company, this ability is far more important than even brilliance or genius. He says:

"For a person to get along in the world, it is not necessary that he be brilliant. It is necessary, however, that he have a compatible personality, a personality which can be accepted by people in the various walks of life with whom he comes in contact.

"Some of the greatest leaders I know are not by any means brilliant men, but they have that magic formula of personality, originality and thoughtfulness blended together to make a successful person. One ability that I would look for in young people above all others is the *ability to get along with their associates.*"

As a brief test of your ability to get along with people, try answering the following questions—*truthfully*. They may reveal new ways in which you can improve yourself human-relations-wise:

1. When criticizing the attitudes or conduct of others, do I start off and close with a complimentary remark, "sandwiching" the criticism in between the two so as not to hurt the other person's feelings *needlessly?*

2. In calling a person's attention to a mistake or shortcoming, do I merely point it out as wrong or undesirable, or instead, show how it can be corrected as a means to greater self-improvement?

3. When an argument develops, do I make an effort to keep it within reasonable bounds by stating my views as *personal* opinions rather than *facts?*

4. Do I go out of my way to do courteous and considerate things for other people when I can, rather than merely avoid *offending* them?

5. Do I make it a point to remember people's names and use them correctly at all times so far as possible?

6. When giving orders or instructions, do I phrase them as suggestions or requests rather than direct commands?

7. Do I try to accept people and their shortcomings with patience and tolerance, and try to understand them as the product of their *own* early environment?

If you can *honestly* answer all the above questions with a "yes," you have a pretty high human relations I.Q. For those who can't, however—and that includes the majority of us—questions such as these will serve as a helpful reminder of what we can do to improve our relations with others and thus guarantee greater popularity, success and happiness for ourselves in our social and business life.

These remarks originally appeared in *Human Relations at home at work and at play*, published by the Stevens-Davis Company, September 5, 1954. This company also publishes training programs in the fields of human relations and sales.

A MAN CAN GROW

—And Keep On Growing

WITH OWENS-ILLINOIS GLASS COMPANY

Ours is a growing company—and we can grow together in fields where a man has ample opportunity and room to carve out a satisfying life-time career.

We offer you stability that is inherent in the business of manufacturing and distributing a variety of goods, continually being broadened by the development of new products reaching new markets.

You can enjoy the advantages that come from association with a company which is outstanding in reputation and prestige in its field.

You can benefit from a training program that has proved its worth to a large number of young men during the past several years as we have expanded our operations.

You can have the security to be found in an organization where men stay and grow with a growing company, where there are liberal life and health insurance plans, and solidly established retirement plans.

THE OWENS-ILLINOIS GLASS COMPANY LINES INCLUDE: Glass containers for foods, beverages, medicines, cosmetics, household chemicals; . . . closures, corrugated cartons, wood boxes, table glassware, laboratory glassware, glass block and insulating materials, television bulbs, electrical insulators, custom molded plastics.

We are interested in qualified young men with either technical or non-technical backgrounds for training in sales, production management or general engineering. We invite those interested to write directly to:

Director, Selection of Specialized Personnel

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GENERAL OFFICES • TOLEDO 1, OHIO

Regional Representatives

. . . on the Journal Administrative Board

JOAN FISS BISHOP
Vice-President—Association Relations

During the past year representatives to the JOURNAL OF COLLEGE PLACEMENT have been appointed by the Regional Placement Associations. The functions of these representatives have been those of liaison between their associations and the JOURNAL OF COLLEGE PLACEMENT.

J. K. BRADFORD

Among the responsibilities of the representatives have been: (1) Making reports or announcements concerning the magazine at meetings of the regional placement associations. (2) Promoting circulation through increased subscriptions to the magazine. (3) Encouraging advertising in the magazine. (4) Providing suggestions concerning magazine policies of interest to the regional groups. (5) Providing ideas concerning articles and authors appropriate to the JOURNAL.

These responsibilities have been carried out in various ways by the representatives depending upon what seemed appropriate to the practices of the region represented.

Representatives of the Regional Placement Associations for the year 1954-55 are:

Canadian

J. K. BRADFORD, Director of Placement, University of Toronto, Toronto, Canada

Eastern

ALICE NORMA DAVIS, Director, The Vocational Office, Smith College, Northampton, Massachusetts

Middle Atlantic

GEORGE N. P. LEETCH, Pennsylvania State University, State College, Pennsylvania

Midwest

JANE ANDREWS, Carleton College, Northfield, Minnesota

Rocky Mountain

J. E. WOODS, Director of Student Placement, University of Omaha, Omaha, Nebraska

Southern

ANNE SEAWELL, Director of Placement, University of Georgia, Athens, Georgia

Southwest

ARCH M. HUNT, Placement Director, Baylor University, Waco, Texas

Western

WALTER M. BRISTOL, Director, Placement Bureau, The State College of Washington, Pullman, Washington.

The newly organized University Placement Association of Canada has been active in securing information about the JOURNAL OF COLLEGE PLACEMENT. The President of that Association, J. K. Bradford, has acted as representative for the JOURNAL OF COLLEGE PLACEMENT. All members of the Association have been informed about the JOURNAL and invited to subscribe with encouraging results. Widespread interest has been in evidence from this new Association.

ALICE N. DAVIS

Through Alice N. Davis, the Eastern College Placement Officers' representative to the JOURNAL, many helpful reports have come. At the annual meeting of the association, Miss Davis spoke about the JOURNAL tracing its background, citing its objectives and inviting subscriptions and advertising. At the Conference, there was an exhibition and material was available to those who wished to subscribe. Reports indicate that additional advertising and subscriptions have come in.

The new representative of the Rocky Mountain Association of College Placement Officers, J. E. Woods, reports effective publicity for the JOURNAL at the annual meeting in Salt Lake City. Bringing the JOURNAL to the attention of the members of the association has broadened circulation of the magazine. Suggestions for articles have also come.

J. E. WOODS

Walter M. Bristol, representative of the Western College Placement Association, has been active in suggesting those who might be interested in becoming advertisers or sustaining members for the JOURNAL. Distribution of the brochures describing the JOURNAL OF COLLEGE PLACEMENT has been widespread. Reference to the JOURNAL has been made in two issues of the Western College Placement Association's "Quarterly News Items."

The Vice-President in charge of organizational relations for the JOURNAL OF COLLEGE PLACEMENT has the responsibility for coordinating plans and providing information in every way possible to be helpful to the regional representatives. In addition, the President of the JOURNAL OF COLLEGE PLACEMENT, Miss Helen Barnes, has had an opportunity to meet with representatives of the Placement Associations during the past year as she has attended the annual meetings of the various associations.

WALTER M. BRISTOL

It is hoped that through the Regional Representatives, the JOURNAL OF COLLEGE PLACEMENT can serve with increasing effectiveness the interests of the Regional Placement Associations throughout the country and from them in turn can come the effective support which is essential to the JOURNAL OF COLLEGE PLACEMENT.

to the PLACEMENT OFFICER

concerned with employment possibilities for

Engineers and Physicists

HUGHES RESEARCH AND DEVELOPMENT LABORATORIES last year added to their Staff 95 graduates in Electrical Engineering, Physics and Mechanical Engineering from colleges and universities throughout the country.

In addition, more than 90 other graduates joined the Hughes organization for continued opportunities in their fields through the HUGHES COOPERATIVE FELLOWSHIP PROGRAM FOR MASTER OF SCIENCE DEGREES. This is a continuing plan to assist outstanding graduates in obtaining their Master of Science Degrees while employed in industry and making significant contributions to important military work.

Hughes, one of the nation's leading advanced electronics organizations, is located in Southern California. College and university graduates who qualify work in the following divisions at Hughes:

RADAR LABORATORY
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ADVANCED ELECTRONICS LABORATORY
ELECTRON TUBE LABORATORY
MICROWAVE LABORATORY
SEMICONDUCTOR DEVICES
FIELD ENGINEERING

RESEARCH AND DEVELOPMENT personnel work with Radar Systems, Servomechanisms, Computers, Systems Analysis, Information Theory, Automatic Controls, Physical Analysis, Microwave Tubes, Pulse Circuitry, Semiconductor Physics, Diodes, Transistors, Photo Devices, Test Equipment Design, Miniaturization, Electromechanical Design, Gyros, Hydraulics, Subminiaturization, Mechanical Design, Instrumentation, Telemetering, Antennas, Wave Guides.

ENGINEERING WORK INCLUDES THE FIELDS OF: Technical Writing, Missile Field Engineering, Engineering Administration, Radar and Missile Instruction, Radar Field Engineering, Patent Law.

ALUMNI RETURNING FROM MILITARY SERVICE *often have special qualifications because of military experience. We would be happy to correspond with them, either through your office or directly, relative to openings on our Staff.*

SCIENTIFIC AND ENGINEERING STAFF

HUGHES

RESEARCH AND DEVELOPMENT LABORATORIES

Culver City, Los Angeles County, California

Companies Planning to Recruit

. . . *Additional Listings for 1955*

These listings either were received too late for inclusion in the December issue or are companies who failed to receive our request for information, for which the JOURNAL is sincerely sorry. Data are arranged in this order: name of company and/or division, address, name of person to contact, his title, areas in which interviewing will be conducted, training programs offered. An asterisk (*) preceding an entry denotes that the company recruits women; unmarked entries recruit men only. If no geographical entries are given, assume that recruiting is national.

The American Sugar Refining Co., 120 Wall Street, New York 5, New York. Thomas V. McCabe, Industrial Relations Division.

Celanese Research Laboratories. Morris Court, Summit, New Jersey. Mr. J. A. Berg, Personnel Administration Head. East of Mississippi.

Diamond Alkali Company, Diamond Research Center, Box 348, Painesville, Ohio. Thornton F. Holder, Research Coordinator and Patent Counsel. North-Central, Midwest, Southeast and Southwest. On-the-job training in Research and Development and Engineering.

Dr. Pepper Company, 5523 E. Mockingbird Lane, P.O. Box 5086, Dallas, Texas. Reynolds S. Worthington, Manager, Sales Training. Training program in marketing.

Foster Wheeler Corporation, 165 Broadway, New York 6, New York. Albert E. Powell, Director, Engineer Training Program. Central and Eastern United States. Training program in Heat Power Engineering.

*Harvard University, Little Hall, Cambridge 38, Massachusetts. Miss Carolyn Thanisch, Head of the Employment Section. New England, New York, New Jersey and Pennsylvania. Will recruit women for work as medical technicians, secretaries, office assistants and other.

Lybrand, Ross Brothers & Montgomery, 90 Broad Street, New York 4, New York. Raymond G. Ankers, Personnel Manager. Training program in Public Accounting.

North America Companies, 1600 Arch Street, Philadelphia 1, Pennsylvania. H. Paul Abbott, Director of Education. Training for field representatives and underwriters.

Olin Mathieson Chemical Corp., P.O. Box 480, Niagara Falls, N. Y. G. M. Bramann, Ass't to the Director of Research. Will recruit Chemists and Chemical Engineers for Research and Development.

Otis Elevator Company, 260 Eleventh Avenue, New York 1, New York. Drew Q. Brinckerhoff, Personnel Manager. Training programs in Engineering and Production for engineers.

*Swift & Company, Union Stock Yards, Chicago 9, Illinois. Ernst Wagner, Manager, Employment and Personnel Division. Training programs in all major fields of the company. Application may also be made at any local office.

United Merchants & Manufacturers, Inc., 1407 Broadway, New York 17, New York. Sidney W. Koran, Personnel Manager. Eastern United States. Training program in textile sales.

United States Atomic Energy Commission, 1901 Constitution Ave., Washington 25, D. C. George Gableman, Chief, Personnel Operations. Recruiting for Junior Management Development training program for engineers, accountants, geologists, and public administration graduates with one year of graduate study or equivalent work experience.

*United States Rubber Company, 1230–6th Avenue, New York, New York. Harry J. Ingram, Assistant Supervisor, Personnel Training. Training in all phases of manufacturing.

Vick Chemical Company, 122 East 42nd Street, New York, New York. Robert D. McCoun, Placement Director. Training programs in advertising, sales, accounting, export, production, chemical engineering.

Westinghouse Air Brake Company, Air Brake Division, Wilmerding, Pennsylvania. J. C. Janke, Supervisor of Training. Eastern United States, Ohio, Indiana, Illinois. Training programs in pneumatic engineering leading to design, development, research, sales.

York Corporation, York, Pennsylvania. C. J. Brillinger, Director of Training and Education. Training programs in engineering, manufacturing, technical sales.

Regional Notes

Eastern

As reported in the December issue, the annual conference of the Eastern College Personnel Officers in October consisted primarily of eleven workshop sessions. The following are the reports of these sessions, as edited by Julia E. Read, Personnel Director, College of Saint Elizabeth, Convent Station, New Jersey.

Campus Recruiting

The major conclusions reached by those discussing this subject centered around these aspects of recruiting.

1. The group recommended that the Eastern College Personnel Officers sponsor the development of a standard preliminary application blank to be filled out by students prior to the initial screening interview on campus. The company form should be filled out by applicants being given further consideration. The group recognized that various state laws relative to fair employment practices must be kept in mind.

2. A majority of the college representatives prefer to have industry recruit June graduates after January 1. They will cooperate with recruiters where circumstances indicate the impossibility of adhering to this schedule. Industries are urged to forward company literature relative to job opportunities as early as possible.

3. College representatives recommend that campus testing should follow the preliminary interview and should be limited to those students being given further consideration.

4. Industrial representatives do not expect a rigid pre-screening of applicants, but would recommend that the schedule include only those who are reasonably interested in, and qualified for, the positions for which they are recruiting applicants.

5. There was general agreement on the importance of there being a better dissemination of job information to members of the faculty. Such information should be channeled through the placement office if possible.

Individual groups considered other aspects of this subject such as: the increase of a company's effectiveness on a campus through continuity of recruiting by the same recruiter, the importance of the placement officer's keeping industry informed of the alumnae services, and the request that industry do a better job of informing placement officers of advanced vacancies for women. Finally, there was some feeling that placement officers could be more effective in recommending candidates for the less glamorous, average jobs.

Essentials of a Placement Office Including Organization and Budgets

It was generally agreed that the objectives of a placement office are basic to the organization of such an office and to the securing of an adequate budget for it. These objectives must be determined by the individual college in the light of its own needs and those of its alumni and student body. However, underlying all and common to all is the concept of service—to the college generally and its students in particular, to business and industry, and to the community.

To provide this service contingent upon the aims, objectives, and responsibilities set for the placement office, it was agreed that there should be a full-time director of placement with faculty status and a professional and clerical staff adequate to enable him to carry out the mission assigned. This would entail a physical establishment well equipped, centrally located, and sufficiently large to house the placement staff properly. It should also provide enough interviewing space so that applicants may be interviewed in privacy, both by staff members and by employers' representatives. It was felt that provision should also be made for a vocational information library consisting of general occupational information and specific company information and literature. It was suggested that the use of films might be encouraged, both as a tool in counseling and in providing occupational information. One such use cited was that by Standard Oil of Ohio which uses a seven minute sound film to present the company story to campus interviewees.

Some time was devoted to a discussion of the New York University survey of November, 1953, on "The Relative Cost of Placement at Seventeen Universities." This provided interesting data on work load, staff size, budgets, cost per applicant, and similar items. Sample budget forms were also distributed and discussed. This led to the question of the stand of placement in relation to the expected greatly increased college enrollments of the near future. It was felt that placement responsibilities will increase greatly also and that the director of placement should keep the administration aware of the increased demands for placement service and the need of meeting these demands. It was agreed

that the placement director who has a good program and who does an effective job of selling it to his administration can probably secure an adequate budget.

In connection with the problem of securing adequate budgets, it was suggested that reports be carefully prepared stressing the public relations aspects of placement as well as the volume of work directly connected with providing this service. It was further suggested that copies of such reports be sent not only to administrative officials, but also to all department heads.

Ethics of Alumni Placement

Those discussing this subject were in close agreement and, in conclusions practically unanimous. The points representing the thinking of the majority are as follows:

1. The placement officer should limit himself to the placement of those who are registered and have clearly stated a desire to make a change of employment.

2. It is the placement officer's duty to make every effort to find out if the registrant has valid and clearly thought-out reasons for wanting to change employment and to remind him of his duty to discuss his dissatisfaction with his employer. He should also advise his employer about another offer of employment *before* actually accepting it.

3. The placement officer's first loyalty is to the alumnus. After advising him of the ethical procedure to be followed in making a change, he should assist him in securing another position.

4. Knowledge of a physical or psychiatric problem of an alumnus is confidential and should not be revealed to an employing company. The placement officer with this knowledge should use good judgment as to types of positions referred to a person with such a history or disability.

A minority in each of the groups felt that it is ethical to approach graduates not on the active list to tell them of unusual opportunities which might come once in a life-time. In most cases, however, the placement officer should notify the company of his intention to advise one of the employees of such an opportunity.

Job Hopping

The group agreed that while job hopping is to be discouraged, it is understood that certain adjustments within the first few years are necessary. Many changes in many years are definitely undesirable.

They discussed the causes of job-hopping and agreed upon the following as major factors:

1. The inherent instability of some individuals.
2. Poor low-level supervision.
3. Lack of executive development.
4. Monotonous jobs without challenge.
5. Geographic problems; for example, the difficulty of moving a family when a company promotion to another area is indicated.
6. Lack of adequate industry counseling.
7. Lack of a sense of belonging.

In trying to eliminate job hopping there are certain areas of responsibility to be considered.

1. The student should investigate more thoroughly the fields of activities in industry.

2. Industry could provide more specific information about opportunities. Significant summer jobs and cooperative job programs would be helpful in this area.

3. The placement officer should give considerable attention to developing responsible job attitudes. This applies both to career counseling and to alumni placement.

In cases of job hopping, industry is interested in the number of changes, the timing of the change, and the reasons.

Older Workers

The term "older worker" is considered to apply to any adult who meets with resistance to employment, continued employment or re-employment due to age. There are no easy solutions to this problem nor is it easy to generalize since, normally, each case must be handled individually. The groups submitted the following points as of major importance in meeting this problem.

1. Resistance to employing the older worker is generally due to the following: lack of knowledge of developments within a given field, loss of proficiency in necessary skills, union regulations, retirement and pension plans, prejudice of other workers, or promotion plans.

2. While the older worker may be more mature in judgment, interested, loyal, discreet, patient, willing to handle routine jobs, and less apt to leave or be absent or late, he may, on the other hand, be less adaptable and flexible or have visual, auditory, or other physical limitations affecting job performance.

3. The acquiring of new skills or improving of old skills or concentration on the shortage areas or on those currently unattractive to the younger worker may improve the possibility of employment.

4. Small companies, those rapidly expanding, those outside of or away from the larger cities, and organizations with no pension plans are among the best sources of employment for the "older worker".

5. Government agencies and educational institutions are sometimes able to utilize the older person with specialized experience or training.

6. Self-employment and part-time employment, occasionally on a consulting basis, are also possible solutions to the problem and may serve as an introduction to full time work.

7. There is a definite need for more information about existing opportunities for training and re-

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training. Information relative to projects already undertaken to utilize the older worker is limited.

8. The older worker should be assisted in making a complete re-evaluation of his qualifications and should be aided in analyzing them. It is important, also, to assist this job seeker in developing self-confidence.

A Plan of Action for a Buyer's Market

While in general the buyer's market may vary, because of particular and continuing shortages, variations of needs in geographical areas, and the obligations of military service, one can assume, albeit somewhat pessimistically, that the year 1954-1955 will mark the beginning of a buyer's market. Companies will increasingly look for the graduating veteran. While the technical non-veteran will still be in demand, other non-veteran graduating seniors will have a more difficult time in locating job opportunities.

Therefore, the following plan of action is suggested for this latter group who, essentially for the first time since 1946, must actively seek job opportunities.

I. *Motivate the Student in the field of job procurement*
- a. Create awareness that he must help himself
- b. Change of attitude, to counteract complacency that has developed
  1. Develop sincerity of purpose
  2. Develop sense of obligation and personal responsibility
  3. Develop real interest in preparation and pursuit of goal
- c. Develop supplementary aids for the above
  1. Vocational guidance rather than psychological testing
  2. Greater cooperation with faculty
- d. Increase visits of student groups to industry, including placement director
- e. Expand use of career clinics with greater use of following
  1. Career conferences
  2. Professional societies
  3. Management clubs
  4. Senior seminars
- f. Locate, develop, and use new career material to supplement present company material
  1. Career articles
  2. Clippings from magazines, et cetera
  3. Company information sheets
  4. Campus radio stations

Summary—Basically, the student does find his own job. It is his obligation first to learn the "What", "Which", and "Why" of his program. Following this, the placement officer and the business or industry recruiter can assist to a greater degree in suggesting the "Where" and "How" of his objective.

II. *Increase the effectiveness of the college placement office operation*
- a. Use all techniques presently practiced in a more effective manner
  1. More complete instruction in job-getting techniques
  2. Urging better preparation for interviews
- b. Cooperate more closely with faculty
  1. For guidance
  2. For locating job possibilities
- c. Undertake more extensive field trips
- d. Emphasize to recruiters the importance of interviewing all applicants, regardless of military status
  1. Pre-commencement interviewing for post-military hiring
  2. Summer jobs for seniors facing service
- e. Work toward securing a continuity of recruiting

Summary—All college placement officers compete one with the other. Therefore, each placement director has the key responsibility of maintaining an operation and providing a service that will continue to be attractive to recruiters.

III. *Open New Vistas for placement possibilities*
- a. Develop alumni placement committees throughout the country
- b. Introduce opportunities not heretofore listed with the placement bureau
- c. Cultivate the interest of new companies to interview graduating seniors
- d. Cultivate small businesses, particularly in nearby areas
- e. Encourage alumni to hire graduates of school
- f. Organize students to contact home-town companies during Christmas recess
  1. For self
  2. As emissaries of college placement office
- g. Break into new industries offering job possibilities
- h. Break into new areas rapidly expanding in job possibilities, e.g., retailing food industry
- i. Develop use of area organizations
  1. Chambers of commerce
  2. Service clubs
  3. Professional societies
  4. Commercial employment agencies

Summary—Of greatest importance is the advisability of putting the alumni to work through a planned approach at the grass roots level. The placement office in a buyer's market cannot continue "to do business as usual". It must open new areas as outlets for its school's graduates and alumni. Vision and ingenuity will be required.

The Public Relations Responsibility of the Placement Office

The topic originally presented to the discussion leaders was simply "Public Relations." At conference time the announced subject was "The Public Relations Responsibility of the Placement Office." Two groups elected to discuss public relations from the standpoint of the placement office; two groups discussed this function from the business and industrial viewpoint.

The Public Relations Responsibility of the Placement Office was defined to mean providing a service to business, industry, the professions, faculty, students, and alumni in such manner as to establish and advance mutual good will and confidence.

To discharge this obligation, three essentials were found necessary. These were:

1. To develop a sound philosophy.

2. To establish practices consistent with this philosophy.

3. To establish and maintain effective means of telling students, faculty, and businessmen what this philosophy is and how the work of the placement office is carried on.

   a. The philosophy and procedures of the placement office should be brought to the attention of students as early as possible, preferably in the freshman year.

   b. Faculties will cooperate with placement offices in proportion to the extent that they are informed and recognized as partners in the placement process.

      1. Faculties should be asked more often to meet business and industrial recruiters, and they should be kept advised of what becomes of their students.

   c. There is a particular need to improve communication lines between business and industry and the colleges.

      1. Industry feels that it is the obligation of placement officers to know the companies where they place students. They are prepared to encourage placement officers to make visits at company expense to acquire this knowledge.

In discussing *The Public Relations Responsibility of Business and Industry* attention was focused upon improving printed material used in the recruitment of college graduates. In general, the groups expressed a feeling that in exchanging information and ideas, individual or group contacts are preferable to the printed word. If written material is to be used, it should be brief and to the point. They agreed on the following points.

1. Standardized company information sheets should be encouraged.

2. The use of uniform student personnel data sheets should be extended.

3. Company brochures should be made short, in small format, and aimed at the college student level. Separate brochures should be prepared for women.

4. The wide distribution of house organs could be reduced.

5. Long sound films should be abandoned.

The Registrant with Below Average Performance Record

Those discussing this topic agreed that a student's entire record should be considered and should include such items as: academic standing, activities record, work record, and personality.

The group agreed that the problem of the registrant with below average performance record is a common one to both colleges and business and industry. These groups have a guidance function to perform. It would be helpful if there were a closer coordination and better use of existing facilities. There was general agreement on the following factors to be considered in solving this problem.

1. The student should, through self-evaluation, be aware of his own strengths and weaknesses. He should have as many interviews as possible and also make wide use of all resources possible.

2. Placement officers should improve the individual vocational counseling services for such students.

3. Business and industry could be more helpful by supplying the placement office with better job descriptions. An improvement in indoctrination programs as well as follow-up would also be helpful.

Summer Employment

Most of the discussion on this topic can be related to these basic questions.

1. Is a summer student worker of dollar and cents value to business and industry?

   a. Many companies are showing a growing interest in the summer worker as a potential recruit for employment after graduation.

   b. Of those companies that do recruit, some feel that the trainee summer jobs with orientation and good supervision are the only valuable ones from the dollar and cents and public relations standpoint. "Get them early, train them, interest them, hire them" is a workable formula. Others feel that hiring for run-of-the-mill jobs can be worthwhile since most student workers give good performance, absorb something about company operations and learn certain disciplines from any job. Industry realizes that the summer worker forms basic opinions of a company which can be beneficial or harmful in recruiting on the college campus the following year.

2. How can college placement officers secure more summer job opportunities for the increasing number of students who want or need them?

   a. Since the volume of summer jobs available depends primarily on economic conditions and the labor market, it is difficult to find a satisfactory answer to this problem. One company, however, is operating, in connection with one col-

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Employment Division, Philadelphia 5, Pa.

lege, a work scholarship plan. It is possible that others could use this device.

3. What constructive suggestions can companies and college placement officers offer each other to help solve some of the problems of summer employment?

a. Industry should provide the placement officers with more factual, concise job descriptions in order that they can do a better job of personnel referral.

b. Placement officers can guide the students in developing a more realistic attitude toward the total work situation.

4. What are student attitudes and problems relative to summer jobs?

a. Students place emphasis on two aspects of summer employment, making money to help pay for college expenses and gaining experience and vocational training. The change in the tax law to eliminate the $600 limitation means a great deal to students. If financial need is not of paramount importance, they will take less money in order to secure positions that may offer training for future permanent employment.

b. Students often find it necessary to take less attractive jobs near home where they can save board and lodging expenses. Location of employment opportunities is of greater importance to girls than to boys since there are more factors to be considered in living away from home.

c. Students feel that summer work helps them in learning how to get a job, acquiring knowledge of a field of work, developing good job attitudes and in building up a solid work record to offer a future employer.

All of the groups discussing this topic covered other aspects of the problem, such as, evaluating summer job performance, difficulties in handling the volume of work involved in developing a thorough program of summer job service, and the recruitment of summer workers in connection with the senior recruitment program. There were differences of opinion relative to these matters.

Teacher Placement

The group discussing this subject represented various types of institutions and discussed a variety of subjects which applied differently in most cases. For these reasons they did not present any general conclusions. The discussion group did provide for an exchange of information relative to specific ways of dealing with the teacher placement problem.

The general areas through which the discussion ranged ar as follows:

1. Comparative salaries of positions in teaching and in other occupations, as they affect the college senior choosing a job; variation according to kind of institution, for women and for men. For women students just graduated, it was pointed out that teaching salaries in public schools might compare very favorably with those offered by industry.

2. Courses in education as required for different states, different kinds of schools, and for elementary and secondary levels. The posing of state requirements for professional preparation of private school teachers in some states was noted. The certification requirements of some states, which include a course in the history of the state received some attention. The question was raised as to whether it might lie within the function and capacity of an organization such as the Eastern College Personnel Officers' Association to sponsor a drive to encourage states concerned to eliminate such requirements.

3. Procedures followed in teacher placement.

a. When to advise candidates to approach institutions themselves, circumstances under which this is advisable, and implications of the procedure.

b. Circumstances under which candidates should be advised to use commercial teachers agencies and the problems involved.

c. The use of confidential references including the value and limitations of confidential letters on file in the placement office.

d. The extent to which the initiating of a contact implies endorsement of the candidate. Discussion also centered around the placement bureau's responsibility to both the candidate and the institution and the problem of the candidate the bureau can not honestly endorse.

e. How to advise a candidate who wishes to obtain a position in a particular area where the placement bureau's contacts are limited. The possible use of state placement services as well as those of local teachers' association was mentioned.

4. The need for adequate information for students about the teaching profession. The group felt that current propaganda relative to teacher recruitment is inadequate.

While each of the summaries presented pertains most specifically to the topic assigned, certain general conclusions can be drawn.

1. A sound ethical code is basic to the effective and responsible fulfillment of placement functions of both college and business and industrial representatives.

a. Placement officers should assume some responsibility for counseling alumni and students on the development and application of responsible attitudes toward employers and jobs.

2. The public relations aspect of placement work in all areas should receive more thorough consideration and attention.

3. Procedures and techniques involved in interesting and interviewing prospective employees should be simplified and standardized where possible.

4. Improving lines of communication with administrative officers, faculty, alumni, students, and employers will contribute to continued development of effective placement.

5. Those concerned with placement must be alert to all trends and changes in relation to student needs, labor market patterns, and new developments in employment services.

6. Placement officers and recruiters can best contribute vitality to their respective areas of responsibility in questioning the old, evaluating the new, and retaining the fundamental principle of service in all aspects of the program maintained and developed.

Southern

The annual meeting of the Southern College Placement Officers Association was held December 9, 10, and 11, 1954, at the Carolina Hotel, Pinehurst, N. C.

In keeping with the locale, the "Golf" theme prevailed throughout the meeting with President Anne Seawell, University of Georgia, presiding at the "Tee Off." After greetings from President Gordon Gray of the University of North Carolina and from Vice President Charles E. Jordan of Duke University, Mr. E. Denby Brandon, Jr., of the Equitable Life Assurance Society, Memphis, "briefed" the assembly on the "Ground Rules for Competing in the All-American Open." This was a truly dynamic account of his TV program, "Your Future Unlimited."

In the afternoon, two panels participated. The First Nine, holding a "Discussion of the Last Tournament Season" was made up of Louis A. Miller, University of Miami, Chairman; W. E. Gift, Tennessee Eastman; Charles Johnson, Deering Milliken Corporation; Robert S. Leshe, Mississippi State College; William D. McIlvaine, University of Alabama; D. R. McKeithan, Phillips Petroleum Company; Maurice Mayberry, University of Florida; W. R. Parks, Lockheed Aircraft; and Marie P. Wicker, North Carolina State College.

A "Discussion of the Tournament Trail Ahead" with Dave Dunlevy, Buckeye Cotton Oil Company, Chairman; K. F. Bevan, Vick Chemical Company; Margaret Blair, Florida State University; Robert C. Burke, Royal Liverpool Insurance Company; Charles S. Henagan, Southern Bell Telephone Company; Irma K. McAulay, Atlas Auto Finance Company; Ava Sellers, Vanderbilt University; Dave Thomas, Goodyear Tire and Rubber Company; and Charles N. Watson, Emory University, composing The Last Nine, evened up the score and time out was called at the Nineteenth Hole.

The opening speech of the second morning was made by Dr. Charles F. Elton, Director of Student Counseling, University of Mississippi. He seriously questioned the effectiveness of the interview in the selection of personnel, suggesting instead the use of paper and pencil instruments for assessing the qualifications of the prospective employee.

A Coffee Break and everyone was off to a new start with an inspirational and entertaining address on "This Game We Play" by Mr. Charles R. Yates, of the Joshua L. Baily Company, Atlanta, Georgia.

The afternoon found the following interest group meetings in progress: Military Service Problems, led by Charles Ebert, Westinghouse; "Can Industry Help in Selling Placement to College and University Administrations?" led by A. B. Robertson, Crawford and Company; "Despite Economic Conditions Will the Mountain Continue to Come to Mohammed?" led by R. J. Canning, General Electric Corporation; and "Is Our Association Ready to Establish A Code of Ethics or Other Standards for Our Work?" led by J. E. Smith, Armstrong Cork Company.

After the reports from the interest groups, the business session terminated in the election of the following officers for the 1955 term: President Scott Farley, Alabama Polytechnic Institute; Vice President, Margaret Blair, Florida State University; Secretary, Johnie Branch, Tulane University; and Treasurer, William H. Cato, Virginia Polytechnic Institute.

The banquet speaker, Dr. James T. Clelland, Professor of Preaching, Duke University, gave, in a delightfully humorous way, philosophical and spiritual insights into the tasks before us.

At a post conference session on Saturday morning, the Placement Officers approached "the tasks before us" in a workshop discussion of methods, techniques, and common problems.

Canadian

The University Counselling and Placement Association lists the following as their current executive:

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Western

The Western College Placement Association at its annual conference January 20 and 21, 1955 in Seattle, Washington elected the following new officers for the coming year:

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TO ORGANIZATION PRESIDENTS:

Perhaps you're planning a conference in the future—and would like to know the dates of other meetings so yours won't conflict, and vice-versa.

The JOURNAL feels that it could perform a service in this direction to you and others by acting as a "clearing center" for meeting dates. Not that we want to tell you when to have your meeting—we only want to collect as many dates as we can so that we can answer an inquiry about a certain month or week.

Naturally, the value of this service depends upon your cooperation in sending us your dates—well in advance. Please keep this in mind, and certainly feel free to check with us at any time.

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